

**Sam Houston State University
College of Education**

**EED 436– Social Studies in the Elementary School
Spring 2008**

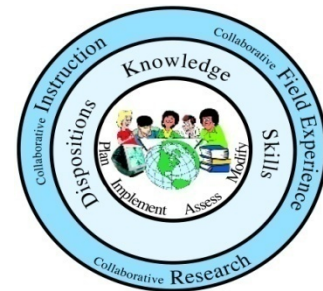
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Enhancing The Future
Through Educator Preparation

REQUIRED TEXT:

*Social Studies in the Elementary School Handbook materials and websites provided by professor;
Methods Block Field Experience Handbook; Teacher Work Sample Handbook*

COURSE DESCRIPTION:

1. As per the Conceptual Framework for Teacher Preparation at SHSU, this course is designed to provide you with *INSTRUCTION* based on *RESEARCH* which, when coupled with your *FIELD EXPERIENCE*, will help develop your professional *DISPOSITIONS*, *KNOWLEDGE*, and *SKILLS* to effectively teach social studies in the elementary. These dispositions, knowledge, and skills will prepare you to effectively *PLAN*, *IMPLEMENT*, *ASSESS*, and *MODIFY* instruction as you work with and teach diverse learners.
2. The purpose of this course is to help prepare you for a career in the teaching profession. Emphasis will be placed on application and analysis of content knowledge, professional standards, and the development of methodological skills through field-based experiences. The nature of social studies as a discipline and the scope and sequence of appropriate content for each grade level will be applied and reflected upon. Constructivist principles and ideas will be practiced in the course and field. Active involvement in class projects and assignments will enable you to develop an understanding of curriculum, instructional methods and materials, and performance assessment techniques to improve student learning in elementary social studies. All pedagogical methods are based on education research, best practice and State and National standards for social studies education.
3. The 12-hour block is field-based and provides an integrated and holistic experience that will better prepare candidates for the complex task of educating children. Emphasis will be placed on content knowledge and the development of methodological skills through field-based experiences. Fifty-percent of the teacher candidates' time will be field-based in public school classrooms. The block integrates instruction through promoting: effective social studies teaching strategies, reflective teaching, designing lesson plans, evaluating student progress, effective classroom management and discipline, integrated teaching, and meeting the needs of diverse students. Each candidate will be placed in a classroom setting appropriate for the degree they are seeking. The candidate will spend at least 120 hours during the semester in a public school classroom as part of field experience. When in the field the candidate will be expected to assist the mentor teacher with campus duties when applicable as well as plan, implement, and assess social studies instructional teaching and learning. Throughout the field experience the mentor teacher and university faculty monitor and assist the teacher candidates. Your field experience is designed to allow you to work with diverse learners and diverse faculty in public schools. You will impact PK-4 student learning in a school setting collaborating with a mentor teacher and university supervisor as you develop the knowledge, skills, and dispositions related to planning, implementing, and assessing effective social studies instruction. There will be class requirements related to field experience and these are described in the EED 436 Assignment section.

IDEA COURSE OBJECTIVES:

1. Gaining factual knowledge related to teaching social studies curriculum, using methods and performance assessments in the school (i.e., terminology, concepts, classifications, Social Studies National Standards, Social Studies EC-4 TEKS, State professional Competencies).
2. Acquiring skills in working with others as a member of a team (i.e., Service Learning Project, E-Book Project,).
3. Applying course material to improve professional thinking, problem solving, and decision making in regards to teaching social studies in the schools (i.e., Cooperative Learning Lesson and performance, and DAP reflection and Field Experience Reflections).
4. Developing specific skills, competencies, and reflective thinking needed by teachers as professionals.

Standards Matrix:

Objectives/Learning Outcomes	Activities *Indicates field-based activity	Performance Assessment	Standards
<p>-Applying the structure of social studies knowledge, skills and values to effective teaching</p> <p>-Planning appropriate social studies integrated curriculum and instruction</p> <p>-Performing social studies teaching methods and performance assessments in the school</p> <p>-Develop integrated lessons that utilize cooperative learning strategies and includes the application of social studies knowledge, skill, and values</p> <p>-Developing professional thinking and professional behavior</p> <p>-Developing problem solving and teacher decision making</p> <p>-Applying thinking skills, and data gathering and interpreting skills related to social studies instruction</p>	<p>*Cooperative Learning Integrated Lesson Plan, Teaching Performance, and DAP Reflection on Teaching and Learning</p> <ul style="list-style-type: none"> • Reading Assignments on Cooperative Learning • Jigsaw Method used to develop a deeper understanding of each cooperative strategies • Placemat Method used to develop a deeper understanding of the cooperative strategies • Practice in class of role card assignment methods. • Modeling and examples of Integrated Social Studies Lessons plans reviewed in class and posted on Blackboard • Candidates design a lesson using cooperative learning methods. • DAP modeled in class and practice assignment • (See Description of Assignments) 	<p>Lesson Plan Rubric in Field Ex. Handbook</p> <p>PDAS Performance Rubric in Field Ex. Handbook</p> <p>DAP reflection Rubric</p> <p>Daily Reflections from the field in Field Experience Handbook</p> <p>Dispositions in Field Ex. Handbook</p> <p>Mentor Teacher and University Supervisor Professional Attributes Rating in Field Ex. Handbook</p> <p>During class, teacher candidates will demonstrate works-in-progress for feedback from the professor through various in class activities.</p>	<p>EC-4 Social Studies Texas Essential Knowledge and Skills (TEKS)</p> <p>National Council for Social Studies Ten Standards (NCSS) – <i>See NCSS attachment</i></p> <p>Domain I, Competencies #1,2,3,4</p> <p>Domain III Competencies # 7,8,9,10</p>
<p>Applying constructivist approaches to concept acquisition in inductive, deductive, and combination methods.</p> <p>Applying skills for working with others as a member of a team.</p> <p>Applying thinking skills, and data gathering and interpreting skills related to social studies curriculum, instruction, and assessment.</p> <p>-Planning appropriate social studies integrated curriculum and instruction</p>	<p>Best Practice Curriculum Packet Aligned with NCSS standards, TEKS, and Domains</p> <ul style="list-style-type: none"> • Explanation and example of Best Practice Curriculum Packet (with a partner) and DAP reflection • Model Web searches • Practice in class activity • (See Description of Assignments) 	<p>Best Practice Rubric</p> <p>Lesson Plan Rubric in Field Experience Handbook</p> <p>DAP Reflection Rubric (<i>see attachment</i>)</p> <p>During class teacher candidates will demonstrate works-in-progress for feedback from the professor through various in class activities.</p>	<p>EC-4 Social Studies TEKS</p> <p>NCSS Standards</p> <p>Domain I, Competencies #2, #3, #4</p> <p>Domain III, Competencies #8, #9;</p> <p>Domain IV, Competency #12.</p>

<p>Applying thinking skills, and data gathering and interpreting skills related to social studies curriculum, instruction, and assessment.</p> <p>-Developing professional thinking and professional behavior</p> <p>-Developing problem solving and teacher decision making</p> <p>-Planning appropriate social studies integrated curriculum and instruction</p>	<p>*Contextual Factors</p> <ul style="list-style-type: none"> • Presentation of Contextual Factors • Modeling of an example in class • Practice as homework assignment three different times before finishing the assignment • Review homework in class and discuss • Class activity-partners use their contextual factors assignment to write their first cooperative lesson • (See Description of Assignments) 	<p>Contextual Factors Essay and Rubric in Teacher Work Sample Handbook</p> <p>During class, teacher candidates will demonstrate works-in-progress for feedback from the professor through various in class activities.</p>	<p>EC-4 Social Studies TEKS NCSS Standards</p> <p>Domain I, Competencies #1, 2, 4</p> <p>Domain II, Competency 5</p> <p>Domain III, Competency 7</p> <p>Domain IV, Competencies 11, 13</p>
<p>Plan, implement and reflect upon a social studies service learning unit that includes the application of social studies knowledge, skills, and values</p> <p>Applying thinking skills, and data gathering and interpreting skills related to social studies curriculum, instruction, and assessment.</p> <p>-Developing professional thinking and professional behavior</p> <p>-Developing problem solving and teacher decision making</p>	<p>Service Learning Project</p> <ul style="list-style-type: none"> • Viewing and discussion of PPT on Service Learning Project (after class activities, placed on Blackboard) • Examples of unit plans presented and discussed • Class time for project groups to work on service learning project plan for implementation and developing unit plans • In-class feedback provided by professor throughout • In-class "Celebration Day" of Service learning projects • (See Description of Assignments) 	<p>Service Learning Unit Plan Rubric (TWS Unit Rubric will be used to assess the unit)</p> <p>PPT/rubric that demonstrates and assesses the implementation of the service learning project by the team of teacher candidates</p> <p>DAP Reflection of Teaching and Learning (see attachment)</p> <p>During class, teacher candidates will demonstrate works-in-progress for feedback from the professor through various in class activities.</p>	<p>EC- 4 Social Studies TEKS NCSS Standards</p> <p>Domain I, Competencies #1, 2, 3, 4,</p>
<p>Applying constructivist approaches to concept acquisition in inductive, deductive, and combination methods.</p> <p>Applying skills for working with others as a member of a team.</p> <p>Applying thinking skills, and data gathering and interpreting skills related to social studies curriculum, instruction, and assessment.</p> <p>-Planning appropriate social studies integrated curriculum and instruction</p>	<p>E- Book Partner Project</p> <ul style="list-style-type: none"> • Viewing and discussion of PPT on E-Book Project (after class activities, placed on Blackboard) • Demonstration of numerous examples of E-Book Projects • Candidates bring trade books and practice in class with partners to begin developing their e-books • Jigsaw method used to validate teacher candidates understanding of assignment and purpose of assignment for social studies instruction <p>(See Description of Assignments)</p>	<p>E- Book Rubric</p> <p>Lesson Plan Rubric in Field Ex. Handbook</p> <p>Presentation Rubric</p> <p>During class, teacher candidates will demonstrate works-in-progress for feedback from the professor through various in class activities.</p>	<p>EC-4 Social Studies TEKS NCSS Standards</p> <p>Domain I, Competencies #1, 2, 3, 4</p> <p>Domain III, Competency 9</p>

-Fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.	*Field Experience: Lesson Plans, Weekly and DAP Reflections, Teaching Performance, Field Experience Checklist During Field Experience Opportunity Week these assignments and expectations will be reviewed with examples and class activities.	DAP reflection Rubric (see attachment) Following in Field Ex. Handgook Daily Reflections from the field Dispositions Mentor Teacher and University Supervisor Professional Attributes Rating	EC-4 Social Studies TEKS NCSS Standards Domain II Competency 5 Domain III, Competency 8, Domain IV, Competency 12
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Web addresses:

Web address for state standards: <http://www.tea.state.tx.us>

Web address for NCSS standards: <http://www.ncss.org>

Web link to Conceptual Framework: <http://www.shsu.edu/~ncate/concept.html>

COURSE FORMAT:

This course will consist of cooperative learning groups and discussion, in-class and out-of-class activities, use of technology to improve teaching and learning, field experience performance assignments and reflections designed to help candidates further their knowledge, skills, and dispositions in regards to teaching social studies in the public schools.

COURSE CONTENT:

The following course content and assignments will be demonstrated during class time through exemplars and activities as follow up to reading and homework assignment related to each topic. Teacher Candidates will be presented with and provided opportunities to apply their understanding of social studies curriculum and materials that will include but are not limited to NCSS standards, EC-4 Social Studies TEKS, sample elementary social studies textbooks, social studies websites, and trade books. Candidates will demonstrate an understanding of how to dissect social studies TEKS so that social studies knowledge, skills, and values are identified and used to develop effective lesson objectives. Candidates will be presented with specific strategy to integrate social studies curriculum effectively with appropriate language arts, mathematics, science, or art curriculum. Candidates will be presented with and provided opportunities to practice their ability to plan and perform sound teaching and assessment practices of exemplary elementary social studies teachers through various activities conducted during class time and field experiences. (See the course schedule for more details)

REQUIREMENTS, MAJOR ASSIGNMENTS, AND EXAMS (Indicates assignment performed in the field experience)**

Best Practice Curriculum Packet- The successful completion of this assignment will provide learning opportunities for the teacher candidates to develop and perform Domain I, Competencies #2, #3, and #4; Domain III, Competencies #8, #9; Domain IV, Competency #12.

The purpose of this assignment is for the teacher candidates to conduct educational research through internet searches to locate and select appropriate curriculum, teaching and assessment strategies to effectively teach social studies knowledge, skills, values and citizenship participation to primary elementary children. The candidate will analyze curriculum, teaching and assessment strategies to provide appropriate instruction that actively engages students in the learning process of social studies content, skills and values. The teacher candidate will use the materials to develop lessons and units that also use technology to plan, organize, deliver and evaluate instruction. The teacher candidate will participate in professional growth and development by attending and analyzing professional learning opportunities provided by professional conferences and workshops. The teacher candidate will reflect upon the effectiveness of using these materials to design and implement instruction and assessment of social studies learning when completing a DAP reflection.

*****Contextual Factors- The successful completion of this assignment will provide learning opportunities for the teacher candidate to develop and perform Domain I, Competencies #1, #2, and #4; Domain II, Competency 5; Domain III, Competency #7; Domain IV, Competencies # 11, and #13.***

The purpose of this assignment is for the teacher candidates to use information about the learning-teaching context and student individual differences to set social studies learning goals and plan instruction and assessment. The teacher candidate will include pertinent information about the district from the AEIS data, internet research on the district, community, campus, and interview the mentor teacher to locate relevant factors for the community, district and school factors, classroom factors, student characteristics of which he/she is assigned that may affect the teaching-learning process. The teacher candidate will write an essay that demonstrates his/her ability to professionally reflect upon how contextual characteristics of the community, classroom and students have implications for instructional planning and assessment.

e-Book Partner Project- The successful completion of this assignment will provide learning opportunities for the teacher candidate to develop and perform Domain I, Competencies #1, #2, #3, #4; Domain III, Competency 9.

The purpose of this assignment is for the teacher candidate to understand and apply integrated curriculum strategies to the development of effective social studies curriculum materials and instructional lesson planning and assessment, which are based on best social studies educational practices and research. The teacher candidate will create a social studies information e-book based on grade level social studies TEKS. Then the teacher candidate will design instruction for one lesson that integrates the social studies e-book with language arts, science, or mathematics grade level TEKS. Included within the design of the e-book the teacher candidate will plan at least one activity that will engage the students in a hands-on social studies activity that addresses the learning needs of tactile/kinesthetic learners. The teacher candidate will design an e-books using PPT and will include website that the K-4 students could access to learn additional information on the social studies topic/TEKS addressed in the e-book.

*****Integrated Social Studies Cooperative Learning Lesson Plan, Performance, and Reflection on teaching- The successful completion of this assignment during field experience will provide learning opportunities for the teacher candidate to develop and perform Domain I, Competencies #1, #2, #3, #4; Domain III, Competencies #7, #8, #9, and #10.***

The purpose of this assignment is for teacher candidate to design cooperative learning instruction for specific social studies learning goals and TEKS that is integrated with at least one other content/TEKS (i.e., Language Arts, Science, Mathematics, etc.), which effectively addresses student characteristics and learning needs, and uses contextual information and data to select appropriate and relevant social studies knowledge, skills, or values, cooperative learning activities, assessment, and resources. Technology is appropriately used and makes a significant contribution to teaching and learning OR the candidate provides a strong rationale for not using technology. The teacher candidate will also be assessed for content accuracy and that the focus of the content is congruent with the big ideas or structure of social studies disciplines, National Themes, and state standards. The Performance of this lesson will be assessed during field experience by either the Mentor Teacher or University Professor. The teacher candidate will write a reflection essay that analyzes the relationship between his/her instruction of this lesson and student learning with the purpose of identifying professional learning goals that clearly emerge from an analysis of the instructional planning and teaching experience. The teacher candidate will identify specific professional steps to meet these goals.

Service Learning Project and Unit Plan (planned, implemented and assesses as a group of 4-5 teacher candidates) The successful completion of this assignment during will provide learning opportunities for the teacher candidate to develop and perform Domain I, Competencies #1, #2, #3, #4.

The purpose of this assignment is for teacher candidates as a team to design, implement and assess a service learning project in order to more clearly understand how to use this teaching strategy when teaching social studies with children. Developing and implementing the service learning project may include EC-4 children. In addition the team will design a unit plan for teaching the service learning project with EC-4 children. The unit plan will include the four major steps of developing and implementing a service learning project, which are Motivation and Reflection Planning and Reflection, Implementing and Reflection, Celebrating and Reflection. The unit will effectively address EC-4 student characteristics and learning needs, and uses appropriate and relevant social studies knowledge,

skills, or values, activities, individual and group reflection, assessment, and resources. Technology is appropriately used and makes a significant contribution to teaching and learning OR the candidate provides a strong rationale for not using technology. The teacher candidate will also be assessed for content accuracy and that the focus of the content is congruent with the big ideas or structure of social studies disciplines, National Themes, and state standards. The teacher candidate will write a reflection essay that analyzes the use of service learning to teach social studies knowledge, skills, or values with EC-4 students.

*****Field Experiences that will be assessed with performance assessment instruments will provide learning opportunities for the teacher candidate to develop and perform Domain I, Competencies #1, #2, #3, #4 and Domain III, Competencies #7, #8, #9, and #10.***

PLANNING FOR INSTRUCTION:

The Social Studies integrated cooperative lesson plan and evaluation represents one of three lesson plans that will be developed and taught during field experiences. The social studies lesson plan will follow the approved C&I lesson plan format.

EVALUATIONS OF TEACHING PERFORMANCE: The Social Studies integrated cooperative teaching performance evaluation represents one of the three teaching performances required during field experiences.

PROFESSIONAL RESPONSIBILITIES AND ATTRIBUTES will also be demonstrated and evaluated during field experience through SHSU dispositions framework, weekly reflections, mentor teacher's and supervisor's professional attribute ratings, and DAP reflection on teaching and learning.

COURSE EVALUATION

			<i>Due Dates</i>
Completed homework and class participation	50	points	On-going
Best Practice Curriculum Packet (Partner) ***	50	points	March 3
• <i>Contextual Factor Assignment (Field)</i>	25	points	March 17
e-Book Partner Project and Lesson	100	points	March 19
• <i>Integrated Cooperative Learning Field Lesson Plan</i>	50	points	3/24-4/17
• <i>Integrated Cooperative Learning Field Performance</i>	50	points	3/24-4/17
• <i>Integrated Cooperative Learning Field DAP reflection</i>	25	points	3/24-4/17
Service Learning Group Project and Unit Plan	100	points	May 5
• <i>Field Experience</i>	150	points	May 7
-Lesson Plans			
-Teaching Performance	-----		
-Professional Responsibilities	600		total points possible
-Portfolio			for the course

552-600 points	A
492-551.9 points	B
432-491.9 points	C
372-431.9 points	D
371.9 points or lower	F

EXPECTATIONS

Non-approved late assignments will be penalized five points each day that they are late.

A grade of D or lower will require that the course be retaken before you are eligible for student teaching.

Failure to demonstrate professional behavior and dispositions during field experience or in the methods classroom may result in a grade of "F" for the course and repeating the methods block.

All out of class work is graded on content, professional language usage, grammar, punctuation, and spelling (see DAP rubric). All out of class assignments should be typed.

**** The following professional development conferences and a DAP reflection may be substituted for this assignment. DAP reflection due date and evidence of conference attendance is March 3.*

- *Friends of Geography Conference - February 9*
- *Young Child Winter Conference - February 16*
- *Others as approved by Dr. Maier*

Professor may alter the course assignments/schedule as necessary to enhance teacher candidate learning. Any changes will be announced in a timely fashion to candidates.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

STUDENTS WITH DISABILITIES POLICY

It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

AMERICANS WITH DISABILITIES ACT

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.

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Steven L. McCollum, *Performance Assessment in the Social Studies Classroom: A How-to-Book for Teachers* (Joplin, MO: Chalk Dust Press, 1994).

Tom Snyder Productions website: www.tomsnyder.com

The Learning Company's website: www.riverdeep.net/learningcompany

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**EC-4 Social Studies
SCHEDULE**

<i>Dates for January and February</i>	<i>Topic</i>	<i>Assignments and Due dates</i>
Wednesday January 23	Review of the course Syllabus Social Studies Notebook Social Studies Activity Contextual Factors Assignment	All assignments listed below are due on January 28: What is Social Studies? Journal Entry EC-4 S.S. TEKS What additional S.S. info is located at TEA website? Contextual Factors Handout and Journal entry. <i>Contextual Factors Assignment due March 17</i>
Monday January 28	<ul style="list-style-type: none"> • Review of home work assignments with focus on “What is Social Studies and Social Studies curriculum?” • Social Studies Activity • Explanation and example of Best Practice Curriculum Packet (with a partner) and DAP reflection 	Social Studies Curriculum assignment - due Wednesday, January 30 <i>Begin working with partner on Best Practice Curriculum Packet, which is due March 3</i>
Wednesday January 30	<ul style="list-style-type: none"> • Review of homework assignment. • Q&A on Best Practice Curriculum Packet or Contextual Factors assignment. • Explanation, activity and example of e-Book Project and Lesson (with a partner) • My view of being a social studies teacher! Activity 	Reading on Integrated Instructional Planning and Decision Making and journal entry-due Monday, February 4. <i>Continue working with partner on Best Practice Curriculum Packet, which is due March 3</i> <i>Begin working with partner on e-Book Project and Lesson due March 19</i>
Monday February 4	<ul style="list-style-type: none"> • Review of homework assignment with focus on e-book assignment and integrated instructional planning and decision making reading assignment. • Q &A on all assignments • Social Studies Activity • Explanation, activity and example of Cooperative learning method 	Reading on Cooperative Learning method and journal entry-due Wednesday February 6.
Wednesday February 6	<ul style="list-style-type: none"> • Focus on Cooperative Learning method social studies curriculum Facts, Concepts, generalizations and thinking skills. • Social Studies Activity 	<i>Continue working with partner on Best Practice Curriculum Packet, which is due March 3</i> <i>Begin working with partner on e-Book Project and Lesson due March 19</i>

<i>Dates for February</i>	<i>Topic</i>	<i>Assignments and due dates</i>
February 11-14	Field Experience Learning Opportunities Days (9-1, M,T,W,TH)) <ul style="list-style-type: none"> • TWS • Portfolio • Field Experience Assignments, etc. Brain-Research Lecture- February 13	<i>Continue to work on assignments due in March</i>
Monday, February 18	<ul style="list-style-type: none"> • Social Studies Curriculum Summary and Q&A • Service Learning group Project and Unit-explanation, activity, and example • Social Studies Activity 	Reading on Service Learning Method and journal entry-due February 25 <i>Service Learning Project and presentation due May 5</i>
Tuesday February 19 And Wednesday February 20	<u>In the Field- Work on Contextual Factors Assignment; begin building a professional relationship with mentor teacher, faculty and administrators; begin discussing when to do your social studies integrated cooperative learning lesson and possible TEKS for the lesson.</u>	<i>Continue to work on assignments due in March</i>
Monday February 25	Field Experience Debrief Q&A –On assignments <ul style="list-style-type: none"> • Service Learning group Project and Unit-explanation, activity, and example • Social Studies Performance assessment activity 	<i>Continue to work on assignments due in March and Field Assignments</i>
Tuesday February 26 And Wednesday February 27	<u>In the Field- Work on Contextual Factors Assignment; begin building a professional relationship with mentor teacher, faculty and administrators; begin discussing when to do your social studies integrated cooperative learning lesson and possible TEKS for the lesson.</u>	<i>Continue to work on assignments due in March and Field Assignments</i> DUE–March 3 BEST PRACTICE CURRICULUM PACKET

<i>Dates for March and April</i>	<i>Topics</i>	<i>Assignments and due dates</i>
Monday March 3	Field Experience Debrief DUE-BEST PRACTICE CURRICULUM PACKET and sharing Q&A –Contextual Factors assignment, Integrated cooperative learning lesson.	<i>Continue to work on assignments due in March and Field Assignments</i> REMINDER: <i>Service Learning Project and presentation due May 5</i>
Wednesday and Thursday March 5 & 6	<u>In the Field All Day - Work on Contextual Factors Assignment; continue to build a professional relationship with mentor teacher, faculty and administrators; begin to finalize when to do your social studies integrated cooperative learning lesson and what TEKS for the lesson.</u>	<i>Continue to work on assignments due in March and Field Assignments</i> REMINDER: <i>Service Learning Project and presentation due May 5</i>
March 10-14	<i>SHSU Spring Break</i>	<i>Continue to work on assignments due in March and Field Assignments</i> REMINDER: <i>Service Learning Project and presentation due May 5</i>
Monday March 17	Review of best practice for social studies curriculum, teaching and assessment In-Class work on integrated cooperative lesson plans Q&A about the field experience lessons Social Studies Activity DUE- CONTEXTUAL FACTORS	<i>Continue to work on assignments due in March and Field Assignments</i> REMINDER: <i>Service Learning Project and presentation due May 5</i>
Wednesday March 19	Q&A about the field experience lessons DUE- e-book partner project presentations and lesson	<i>Continue to work on assignments due in March and Field Assignments</i> REMINDER: <i>Service Learning Project and presentation due May 5</i>
March 24- April 17	In the field Monday-Thursday Field Experience	<i>Continue to work on Field Assignments</i> REMINDER: <i>Service Learning Project and presentation due May 5</i>

<i>Dates for April and May</i>	<i>Topics</i>	<i>Assignments and Due Dates</i>
Monday April 21	Field Experience Debrief Social Studies Activity-Project Learning Tree Integrated Curriculum with Social Studies goals	<i>Due May 5- Service Learning Project</i> <i>Due May 7- Portfolio</i>
Wednesday April 23 or Thursday April 24	Project Learning Tree Day	<i>Due May 5- Service Learning Project</i> <i>Due May 7- Portfolio</i>
Monday April 28	Field Experience Debrief In –Class time for Service learning project Social Studies Activity Review of best practice for social studies curriculum, teaching and assessment Q&A –portfolio assignment	<i>Due May 5- Service Learning Project</i> <i>Due May 7- Portfolio</i>
Wednesday April 30	In –Class time for Service learning project ACTIVITY: “What is Social Studies and how do you teach it effectively to elementary kids?”	<i>Due May 5- Service Learning Project</i> <i>Due May 7- Portfolio</i>
Monday May 5	Service Learning Project presentations due	<i>Due May 7- Portfolio</i>
Wednesday May 7	PORTFOLIO DEFENSE DAY	You Did IT!!!! Now onto Student Teaching!!!!

National Council for Social Studies (adopted in 1994)

The Ten Themes/Standards

The ten themes that form the framework of the social studies standards are:

I CULTURE

The study of culture prepares students to answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals, influence other parts of the culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about the culture? In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.

II TIME, CONTINUITY, AND CHANGE

Human beings seek to understand their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop a historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change? This theme typically appears in courses in history and others that draw upon historical knowledge and habits.

III PEOPLE, PLACES, AND ENVIRONMENTS

The study of people, places, and human-environment interactions assists students as they create their spatial views and geographic perspectives of the world beyond their personal locations. Students need the knowledge, skills, and understanding to answer questions such as: Where are things located? Why are they located where they are? What do we mean by "region"? How do landforms change? What implications do these changes have for people? In schools, this theme typically appears in units and courses dealing with area studies and geography.

IV INDIVIDUAL DEVELOPMENT AND IDENTITY

Personal identity is shaped by one's culture, by groups, and by institutional influences. Students should consider such questions as: How do people learn? Why do people behave as they do? What influences how people learn, perceive, and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop from youth to adulthood? In schools, this theme typically appears in units and courses dealing with psychology and anthropology.

V INDIVIDUALS, GROUPS, AND INSTITUTIONS

Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people's lives. It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and culture, and how they are maintained or changed. Students may address questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change? In schools this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science, and history.

VI. POWER, AUTHORITY, AND GOVERNANCE

Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How are governments created, structured, maintained, and changed? How can individual rights be protected within the context of majority rule? In schools, this theme typically appears in units and courses dealing with government, politics, political science, history, law, and other social sciences.

VII. PRODUCTION, DISTRIBUTION, AND CONSUMPTION

Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors of production (land, labor, capital, and management)? In schools, this theme typically appears in units and courses dealing with economic concepts and issues.

VIII. SCIENCE, TECHNOLOGY, AND SOCIETY

Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than old? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in the midst of technological change? This theme draws upon the natural and physical sciences, social sciences, and the humanities, and appears in a variety of social studies courses, including history, geography, economics, civics, and government.

IX. GLOBAL CONNECTIONS

The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities. Students will need to be able to address such international issues as health care, the environment, human rights, economic competition and interdependence, age-old ethnic enmities, and political and military alliances. This theme typically appears in units or courses dealing with geography, culture, and economics, but may also draw upon the natural and physical sciences and the humanities.

X. CIVIC IDEALS AND PRACTICES

An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. Students confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community and the nation, and as a member of the world community? How can I make a positive difference? In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.

D.A.P Reflection Rubric

The teacher candidate reflects upon and analyzes his or her professional development and experiences in one or more of the following areas: research, curriculum, instruction, assessment, or management as related to K-12 student learning in order to improve teaching practices.

Reflection indicators	Indicator Not Met (0 points)	Indicator Partially Met (1 – 3 points)	Indicator Met (4 – 5 points)	Total Points (score times 5)
Description of the specific area (s) of professional development and experiences	No description that explains the specific professional development and experience as related to student learning No description of who, what, when, and where.	Limited description that explains most of the student learning related to specific professional development and experiences Limited description of who, what, when, and where.	Thorough description that explains all student learning related to specific professional development and experiences Clear description of who, what, when, and where.	
Analysis of the specific area (s) of professional development and experiences	Analysis is inaccurate, conclusions are missing or unsupported by data and not related to professional standards. No rationale	Analysis is technically accurate, but conclusions are missing or not fully supported by data or related to professional standards Limited rationale for why specific development or experiences were more successful than others.	Analysis is accurate, meaningful and appropriate conclusions are drawn from the data and related to professional standards. Thorough rationale for why specific development or experiences were more successful than others.	
Planning for improving student learning and teaching	-No plan of action for improving student learning -No plans for professional development related to student learning.	-Limited plan of action for improving student learning -Limited or inappropriate plan for professional development related to student learning .	-Thorough comprehensive plan of action for improving student learning -Thorough plan for professional development related to student learning.	
Quality	Not professionally written; standard English not used; paragraphs run together; many grammar, spelling or punctuation errors	Somewhat professionally written; standard English not used ; some paragraphs run together; some grammar, spelling or punctuation errors	Professionally written; standard English used; paragraph form; no grammar, spelling or punctuation errors	

Total Points Earned _____

Comments: