

Sam Houston State University
College of Education

EED 436– Social Studies in the Elementary School
Fall 2007

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and by appointment



Enhancing The Future
Through Educator Preparation

REQUIRED TEXT

Social Studies in the Elementary and Middle School. Available at Eagle Graphics in Huntsville.

COURSE DESCRIPTION

1. As per the Conceptual Framework for Teacher Preparation at SHSU, this course intends to provide you with *INSTRUCTION* based on *RESEARCH* which, when coupled with your *FIELD EXPERIENCE*, will help develop your *DISPOSITION*, *KNOWLEDGE*, and *SKILLS* in regard to teaching social studies in the elementary and middle grades. These dispositions, knowledge, and skills will aid you *PLAN*, *IMPLEMENT*, *ASSESS*, and *MODIFY* lessons as you work with 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 content knowledge 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 explored. Constructivist principles and ideas will be practiced in this course. Active involvement in class projects and assignments will enable you to develop an understanding of curriculum, instructional methods and materials, and evaluation techniques for elementary and middle grades social studies based upon education research, contemporary practice and State and National standards for social studies education. Being prepared for class and participating in all activities is expected.
3. Your field experience is designed to allow you to work with diverse learners and diverse faculty in public schools. Working collaboratively with SHSU faculty and public school teachers and administrators will enable you to grow professionally and provide experience as you reflect upon educational practices. You will spend at least 120 hours in a public school setting working with a mentor teacher and university supervisor as you develop the knowledge, skills, and dispositions related to planning, implementing, and assessing lessons. There will be class requirements related to field experience and these are indicated in the EED 436 Activities section.
4. Failure to demonstrate professionalism in field experience or in the methods classroom may result in a grade of “F” for the course and repeating the methods block.

COURSE and IDEA OBJECTIVES

1. For you to gain factual knowledge relating to teaching social studies in the schools (terminology, classifications, methods, and trends).
2. For you to learn fundamental principles, generalizations, and theories relating to teaching social studies in the schools.
3. For you to learn to apply course material to improve thinking, problem solving, and decision making

in regards to teaching social studies in the schools.

4. For you to develop specific skills, competencies, and points of view needed by teachers as professionals.

COURSE FORMAT

This course will consist of lecture, discussion, small group work, and in-class and out-of-class activities designed to help candidates further their knowledge, skills, and dispositions in regards to teaching social studies in the public schools.

COURSE CONTENT

See the tentative schedule

REQUIREMENTS, MAJOR ASSIGNMENTS, AND EXAMS

Requirement: *Professionalism*: You will be expected to conduct yourself in a professional manner at all times, in methods courses and in field experience. If your teaching experience is unsatisfactory or your professional conduct is inappropriate during methods, you will receive a grade of F and will be required to repeat the entire methods block.

Requirement: *Membership in the Texas Council for the Social Studies*. You will be required to join the Texas Council for the Social Studies. Information for membership will be given the first week of class.

Major Assignments: Five (5) activities will be due during the course: a concept lesson, a fact lesson, a generalization lesson, a Contextual Factor paper of your field experience setting, and a two-week grid of a particular unit theme or focus. See attachment for details. Rubrics will be given later.

Exams: Two exams will be given. The two exams will consist of objective and essay questions.

All out of class work is graded on content, grammar, punctuation, spelling, etc. Late assignments will be penalized five points per class meeting day that they are late. All out of class assignments should be typed.

All due dates will be given the first week of class.

ASSIGNMENT WEIGHTING AND GRADE SCALE

Field Experience	150	points
Concept Lesson	75	points
Fact Lesson	30	points
Generalization Lesson	75	points
Two Week Grid	30	points
Contextual Factor Paper	80	points
2 Exams @ 80 points each	160	points

	600	total points possible

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

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

ATTENDANCE POLICY

Absences: As per University policy, candidates will not be penalized for one three hour absence during the methods semester. This one-class period absence should be used carefully for emergencies and illnesses. It is important that candidates notify the professor via email or phone call prior to, or on the day of, the absence regardless of the reason for the absence.

After the second absence the candidate will be notified they have exceeded the maximum allowed. Upon a third absence, the candidate will attend a conference with the methods professors as well as the Chairperson of Curriculum and Instruction to determine if the candidate needs to continue in the program. Excessive absences can constitute reasons for lowering of semester grades, and possibly, removal from the methods semester. The candidate is responsible for obtaining and completing any assignments missed due to absence. Any missed group work will result in an individual assignment.

If a candidate misses a day of field experience, arrangements must be made with the methods instructors and the mentor teacher to make up that day before the end of the semester. This make up day should be at the convenience of the mentor teacher and the school.

Tardies: If a candidate is fifteen minutes late to class or leaves class fifteen minutes or more before class is over, an absence will be recorded. A candidate who shows a pattern of being a few minutes late (but less than 15) will be notified that continuation will result in being counted absent and procedures for being absent will follow.

STUDENT DISABILITIES

If you have a disability that may affect your academic performance, you are expected to arrange for a conference with me immediately so that appropriate strategies can be considered to ensure that participation and academic opportunities are not impaired. Notification by the Counseling Center is expected.

TENTATIVE SCHEDULE

<i>Date</i>	<i>Topic</i>	<i>Assignments Due</i>
Wed Aug 22	Planning to Teach Social Studies	
Mon Aug 27	No class – begin work on Contextual Factor Paper	
Wed Aug 29	Planning to Teach Social Studies	
Mon Sep 3	No class – Labor Day	
Wed Sep 5	Teaching Concepts	
Mon Sep 10	Teaching Facts	
Mon Sep 17	Teaching Generalizations	
Mon Sep 24	Fact Lesson Presentations	Concept Lesson
Mon Oct 1	<i>Exam #1</i> , Teaching Thinking Skills	Contextual Factor Paper
Mon Oct 8	Teaching Thinking and Data Gathering Skills	
Mon Nov 19	Teaching Data Gathering Skills	Generalization Lesson
Mon Nov 26	Teaching Values	
Wed Nov 28	Using Children’s Literature in SS/Enriching SS	Two Week Grid
Mon Dec 3	<i>Exam #2</i>	
Wed Dec 5	Portfolio Share	

Standards Matrix:

Objectives/Learning Outcomes	Activities <i>*Indicates field-based activity</i>	Assessment	Standards
<p>-Distinguish between different theories of learning -Describe the structure of knowledge -Identify examples of different instructional strategies -Identify various forms of assessment -Describe importance of aligning curriculum, instruction, and assessment -Describe and identify appropriate components of social studies instruction</p>	<p>Group project – Chapter 5 in <i>The Social Studies Framework</i></p>	<p>Product performance</p>	<p>PPR-3 NAEYC-4b NAEYC-4d</p>
<p>-Understand different ways to acquire information about other cultures; how people and cultures change over time; and global connections among cultures. -Demonstrate understanding of importance of constructivist approach to concept acquisition in inductive, deductive, and combination methods. -Demonstrate understanding of importance of constructivist approach to generalization acquisition in inductive, deductive, and combination methods.</p>	<p>Exam # 1 Tour of Countries See attachment Exam # 1 Concept Book * Used in Field Experience – See attachment Exam # 1 Generalization Script * Used in Field Experience – See attachment</p>	<p>Test - Selected response and constructed response Product performance Test - Selected response and constructed response Product performance Test - Selected response and constructed response Product performance</p>	<p>PPR-7 PPR-8 NAEYC-1 NAEYC-4b NAEYC-4d NCSS- 1 - 10</p>
<p>-Demonstrate understanding of values instruction and appropriate strategies (i.e., Inculcation, Values Clarification, Values Analysis, and Moral Reasoning) -Demonstrate understanding of thinking skills, and data gathering and interpreting skills related to social studies instruction</p>	<p>Exam # 2 Exam # 2</p>	<p>Test - Selected response and constructed response Test - Selected response and constructed response</p>	<p>PPR-7 PPR-8 NAEYC-4c</p>
<p>-Demonstrate ability to plan a social studies-centered thematic unit utilizing applicable social studies knowledge, skills, and values components. -Recognize the value of integrated lessons.</p>	<p>Two Week Grid of Thematic Unit focused on SS Topic See attachment Two Week Grid of Thematic Unit focused on SS Topic *</p>	<p>Product performance Product performance</p>	<p>PPR-8 NAEYC-4c</p>
<p>-Fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.</p>	<p>*Field Experience: Learning Plans, Learning Plan Reflections, Mentor Lesson Evaluation, Mentor Disposition Evaluation, Field Experience Checklist</p>	<p>Product performance, Evaluations</p>	<p>PPR-10</p>

STANDARDS

The above mentioned organizational standards/ strands may be found on the following web sites:

Texas PPR –

http://texas.ets.org/assets/pdf/testprep_manuals/100_pedprofrespec_4.pdf

National Association for the Education of Young Children (NAEYC)

http://www.naeyc.org/faculty/pdf/advanced_standards.pdf#xml=http://naeychq.naeyc.org/taxis/search/pdf/hi.txt?query=standards&pr=naeyc&prox=sentence&rorder=750&rprox=500&rdfreq=1000&rwfreq=1000&rlead=1000&sufs=2&order=r&cq=&id=452256037e

National Council for the Social Studies (NCSS)

<http://www.socialstudies.org/standards/strands/>

BIBLIOGRAPHY

A complete list of reference materials is included in the packet