



## **Professional Education Unit**

Department of Early Childhood, Elementary, and Special Education

Teaching Social Studies in Early Elementary Grades (face to face)

EDEE 322 Section 090

Spring 2010

Dr. Jennifer C. McCain  
MSU-Ashland, Suite L282  
Email: [j.mccain@moreheadstate.edu](mailto:j.mccain@moreheadstate.edu)  
Office phone: (606) 326-2032

**Course Description:** This course will explore the scope and sequence of understandings, attitudes, and skills taught in elementary social studies programs; and will examine various methodologies used in the elementary grades (P-5)

**Required Field Experience Hours:** 10, Level III Field Experience

### ***“Community Engagement: A Light to and from the Mountains”***

*The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.*

### **Conceptual Framework Outcomes (CFOs):**

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions
- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.

5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

**Student Learning Outcomes (SLOs):** By the end of this course, the candidate will be able to:

1. Articulate major trends and current issues affecting elementary social studies education in our country today
2. Identify and explain the impact of student diversity on the teaching of elementary social studies
3. Employ numerous social studies teaching strategies which accommodate learners of all ability levels and interest levels
4. Ascertain developmentally appropriate teaching strategies for a diverse group of elementary students
5. Evaluate and reflect upon the effectiveness of assessment procedures on student learning
6. Integrate technology for effective social studies instruction and student learning
7. Integrate best practice literacy strategies for effective elementary social studies instruction and student learning
8. Align unit and daily lesson plans to local, state, and national social studies standards in order to close achievement gap in social studies
9. Demonstrate conceptual understanding of social studies skills and knowledge
10. Demonstrate resourcefulness in the acquisition of social studies content for informed and competent teaching

**NCATE/ EPSB Accreditation Alignment of CFO's and SLO's:**

Program: Teachers	Elementary P-5		Reading for Early Elementary		NCATE
	Kentucky Teacher Standards (KYS)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board (EPSB)	National Council for the Social Studies (NCSS)	
Aligned with▶ Assessment▼ (point values)					
Scene, 20 pts CFO: 1,2,4 SLO: 1,3,4,7,9,10	1,2,3,4,8	Learning Goals 1,2	Diversity, literacy	I-X	1,4
Newscast, 25 pts CFO: 1,2,4 SLO: 1,3,4,7,9,10	1,2,3,4,8	Learning Goals 1,2	Diversity, literacy	I-X	1,4
Strategy Presentation, 30 pts CFO: 1,2,4 SLO: 1,2,3,4,5,6,7,8,9,10	1,2,3,4,5,6,7,8	Learning Goals 1,2,6	Diversity, assessment, literacy, closing achievement gap	I-X	1,4
Literacy integration, 25 pts CFO: 1,2,4 SLO: 1,2,7	1,2,3,4	Learning Goals 1,2,	Diversity, literacy	1,2,3,4,5	1,4

Independent reading/BB discussions, 30 pts CFO: 1,2,4 SLO: 1,2,3,4,5,6,7,8,9,10	1,3,5,6,8,9,10	Learning Goals 1,2,3,6	Diversity, literacy, assessment	I-X	1,4
Resource/reflection notebook, 50 pts CFO: 1,2,3,4,5 SLO: 1,2,3,4,5,6,7,8,9,10	1,2,3,4,5,6,7,8,9,10	Learning Goals 1,2,3,4,5,6	Diversity, literacy, assessment	I-X	1,4
Field Experience/thematic unit, 100 pts CFO: 1,2,3,4,5 SLO: 1,2,3,4,5,6,7,8,9,10	1,2,3,4,5,6,7,8,9	Learning Goals 1,2,3,4,5	Diversity, literacy, assessment, closing achievement gap	I-X	1,3,4
Attendance, 40 pts CFO: 3 SLO: n/a	7,8,9,10	n/a	Diversity, literacy, assessment, closing achievement gap	I-X	1

**Assignment Descriptions:**

<b>Program: Elementary P-5 Reading for Early Elem Teachers</b>	
<b>Assessment (point value)</b>	<b>Description</b>
Historical scene, 20 pts	The students will work in groups and present a scene in history as a play for young readers. Importance will be placed on visual presentation and vocabulary enhancement.
Strategy Presentation, 30 pts	The students will individually present a social studies teaching strategy from the text or other source. The lesson will be written in KTIP format and should be part of your thematic unit.
Literacy Integration, 25 pts	The students will submit an annotated bibliography of independent reading books that a teacher would need in the classroom to stimulate an interest in reading in social studies. There will be 30 books listed with 5 books noted for each grade level.
Newscast, 25 points	Students will work in groups and produce a newscast detailing a day in the life of an historical figure and what events may have been occurring during those times.
Independent reading/BB discussions, 40 pts	Students will be asked to read articles outside of the classroom and post comments and recommendations on Blackboard. Students may also be asked to discuss some timely events on Blackboard as well.
Resource/reflection notebook, 50 pts	Students will keep all handouts and resources provided by the instructor and other students in a notebook. Students will also be asked to reflect on some of the class meetings/strategies/or professional journal articles given in class.

Field Experience/thematic unit, 100 pts	The students are required to complete 10 hours in the field. More information will be given regarding this placement. Students are required to complete a thematic unit using KTIP lesson plans that were used in this field experience. Students will receive an I if the hours are not complete and entered in TK-20.
Attendance, 40 pts	Attendance is mandatory. One day will be excused. The next will result in a 20 point loss, and then the next will result in the loss of the attendance points.

**Grading Scale:**

- 90%-100%    A
- 80%-89%    B
- 70-79%       C
- 60-69%       D
- 0-59%        E

**Required Textbooks:**

Duplass, J.A. (2008). Literacy Teaching Elementary Social Studies: Strategies, Standards, and Internet Resources, 3<sup>rd</sup> edition. Belmont, CA: Wadsworth.

**Course Evaluation:**

The evaluation of the teacher candidate will be based on a point system for this course. Each assessment is listed on the previous tables and will have additional information provided in class. These assessments are to be completed both in and out of class and will be graded accordingly by the instructor. The instructor expects all assignments to be submitted or posted on Blackboard on time, typed if necessary, and free from grammatical errors.

**Attendance Policy:**

Attendance for the class meetings and field experience is a professional disposition for the teacher candidate and a requirement for the course. The candidate will be excused from only 1 class meeting/field experiences without penalty. After the second absence 20 points will be deducted from the 40 point total. After three absences the other 20 points will be deducted. Missed field experiences must be made up in conjunction with the supervising teacher.

## **TK-20**

All students are required to be enrolled in TK-20 and are required to enter the field experience in TK-20 during the appropriate times. If the hours are not entered in TK-20 by the deadline or if the field experience is not completed, the student will receive an I for the course.

### **Academic Honesty**

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at

<http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

### **Americans with Disabilities Act (ADA)**

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, [www.moreheadstate.edu/acs/](http://www.moreheadstate.edu/acs/)

### **Campus Safety Statement**

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

## Course Calendar:

### EDEE 322, section 090

#### Spring 2010 Tentative Daily Schedule

Date	Topic	Readings	Assignments Due
Jan 11	Introductions, course expectations		Personal information sheets
Jan 25	Citizenship and character education	Topics 1-4	BB introductions
Feb 1	Multicultural/global outlooks	Topics 5-7	BB discussions
Feb 8	Historical scene play		Historical scene play
Feb 15	Differentiated instruction/lesson planning	Topics 8-12	BB discussions
Feb 22	Technology/assessment	Topics 13-15	BB discussions
Mar 1	Newscast presentations		Newscast presentations
Mar 8	Standards	Topics 16-22	BB discussions
Mar 15	SPRING BREAK	SPRING BREAK	SPRING BREAK
Mar 22	Strategy Presentations		Strategy Presentations
Mar 29	Strategy Presentations		Strategy Presentations
Apr 5	Writing	Topics 23-26	BB discussions
Apr 12	Artifacts/maps	Topics 28-34	BB discussions
Apr 19	Critical Thinking	Topics 35-37	Literacy Integration
Apr 26	The internet	Topic 27	Field Exp, thematic units due
May 3	Final Class		Reflection/resource notebook

\*denote Field Experience Day --- Report to school.

^denote No Class --- Independent Readings / Assignments in Blackboard.

A variety of in-class activities will be done such as strategy practices, discussions, group work, and anything assigned by the instructor.

