



**Professional Education Unit
Department of Geography, Government, and History**

**CURRICULUM AND INSTRUCTION FOR SOCIAL STUDIES (Face to face)
HIS 451 001
T 5:00-7:40pm
Fall 2009**

Instructor: Professor Sandra Riegler

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Office hours: MW 11:30am-1:30pm; R 4-5pm
and by appt.

Course Description: Immerses students in Social Studies Curriculum and Instruction in preparation for the professional semester. Paired with HIS 499D, this course provides intense emphasis and preparation for teaching core content and implementation of teaching skills. Fifteen field hours required at Rowan County High School; including at least two hours of whole class teaching.

Prerequisites: Admission to TEP, HIS 250, and completion of 24 of the required 27 hours of 300-level coursework. **Co-requisite: HIS 499D.**

COURSE OVERVIEW: This class is designed to guide students to mastery of Kentucky's core content for Social Studies and to familiarize them with high school teaching methods and resources. Students will demonstrate broad content knowledge through tests, performance tasks, and the creation of teaching materials.

Required Field Experience Hours: 15 (Level III)

“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. Demonstrate knowledge of Kentucky’s core content for social studies
2. Demonstrate the skills necessary to use technology effectively in the classroom and in professional development
3. Explore and document professional preparation and self awareness through reflection, assessment, and journaling
4. Demonstrate the ability to create and implement active teaching and learning

NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:

Program:		Secondary Grades (9-12)			Social Studies	
Aligned with →		Kentucky Teacher Standards (KYS)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board (EPSB)	National Council for the Social Studies (NCSS)	NCATE
Assessment (point values) ▼						
Participation, 50 CFO: 1-5 SLO: 1,3	1,3		2.14-2.20	Diversity, achievement gap/	I-X	1,3,4
Field experience, 100 CFO: 3-5 SLO: 3	7,9		2.14-2.20	Diversity, achievement gap/	I-X	1,3,4
Self assessment and professional development plan, 150 CFO: 3-5 SLO: 3	7,9		2.14-2.20	Diversity, achievement gap/	I-X	1,3,4
Scope, 50 CFO: 1,2 SLO: 1,2,4	1,2		2.14-2.20	Diversity, literacy, achievement gap/’	I-X	1, 4
Sequence, 50 CFO: 1,2 SLO: 1,2,4	1,2		2.14-2.20	Diversity, literacy, achievement gap/	I-X	1, 4
Unit plan, 100 CFO: 1-3 SLO: 1,2,4	1,2,8		2.14-2.20	Diversity, assessment, literacy, achievement gap/	I-X	1, 4
Lesson plans, 100	1,2,6,8		2.14-2.20	Diversity,	I-X	1, 4

CFO: 1-3 SLO: 1,2,4			assessment, literacy, achievement gap, technology/		
Back up lesson plans, 50 CFO: 1-3 SLO: 1,2,4	1,2,6,8	2.14-2.20	Diversity, assessment, literacy, achievement gap, technology/	I-X	1, 4

Assignment Descriptions:

Program:	Secondary Grades (9-12)	Social Studies
Assessment (point value)	Description	
Participation, 50	Each student is expected to attend class, be punctual , and participate . Students will be expected to prepare discussion questions/points of consideration or confusion that will provide the basis for class discussion.	
Field experience, 100	Each student will be responsible for completing 15 hours of field experience, which must be completed under the direction of a secondary Social Studies teacher at Rowan County High School. Hours are divided between guided observation and working with students. To document your 15 hours, you will complete four typed, two-page, DS, journal entries that demonstrate your reflective, observant engagement in the classroom. You will submit a timecard (log) which will be due with the fourth journal entry. Placements will be arranged in collaboration with our cooperating teacher at RCSHS. Failure to complete this part of the course work will result in a failing grade for the class regardless of your performance in other areas.	
Self assessment/professional development plan, 150	Your PDP will be submitted in outline form first. The first submission lists your goals and how you plan to achieve them. The second consists of a minimum of eight one-page SS journal entries that examine how you are moving toward mastery of your goals. The third is a reflective 2-3 page growth analysis that evaluates your progress during the course and analyzes your readiness to enter the clinical phase of your training (student teaching in the spring).	
Scope, 50	Each student will detail the development of a course in her/his teaching field. The guide will have two parts, and the scope will be part one. This covers critical curricular information that is relevant to the course s/he is developing. This includes a concept map, enrichment and remediation tools, and a rationale for the course (e.g., why should this course be taught in the already overcrowded public schools?). © This will need to include relevant KDE Connections, Core Content strands.	
Sequence, 50	Each student will detail the development of a course in her/his teaching field. The guide will have two parts, the scope (above) is part one, and the Sequence is part two. The sequence provides a timing sequence for coverage of the material. This includes a breakdown of concepts to be taught (minimum of 10, max of 15) over the span of a school year (180 days of teaching). © This will need to include relevant KDE Connections, Core Content strands.	
Unit plan, 100	Using a portion of her/his SS, each student will develop a preliminary plan for coverage of a particular unit of study (2-3 concepts max). This should equate to approximately two weeks of instruction. Be certain to include the following: <ul style="list-style-type: none"> • Flowchart and graphic organizer detailing components of the unit • Detailed rationale or purpose for the unit of material • Goals • Objectives in the form of Pupil Performance Outcomes (PPOs) • Pretest/posttest assessment/evaluation activity exploring 	

	mastery of concept learning©
Lesson plans, 100	Each student will develop 5 concurrent, detailed, comprehensive and well-organized lesson plans. These should be detailed instructional plans in KTIP format. These must be <i>focused</i> and <i>detailed</i> , to the extent that someone unfamiliar with you or your class could walk in and teach them. Specify distribution of materials, who does what, and describe procedures step by step. Do not include 'readers' theater,' for example, without describing how to conduct one. A <i>detailed</i> lesson plan is often 2-3 pages, single-spaced. If you are using handouts or worksheets of some sort, provide these as well. Include in each: <ul style="list-style-type: none"> • Pupil Performance Outcomes (PPOs) (max of 3) • <i>KDE Connections</i> - Core Content for Assessment and/or Program of Studies • Anticipated timeline and timed teaching delivery plan • Activities students will complete (detailed) • Assessment/evaluation measure • List of Readings/Sources to be used in designing, teaching lessons; • At least 5 primary and 10 secondary sources (including textbooks, periodicals, documents, internet/software, videos, maps, etc.)
Back up lesson plans, 50	2-3 (each must be relevant to the particular lessons for which they may be used)

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Grading Scale:

650-585 = A
585-521 = B
520-456 = C
455-391 = D
390-0 = E

Required Textbooks:

- Social Science Education Consortium, Inc., *Teaching the Social Sciences and History in Secondary Schools*
- Additional readings/articles listed in syllabus will be provided by instructor

Web Resources:

- <http://www.moreheadstate.edu/teach>
- <http://www.kyepsb.net/assessment/secondaryother.asp>
- <http://www.education.ky.gov/users/jwyatt/POS/POS.pdf>
- <http://www.kyhistoryteachers.org/toc.html>

Course Evaluation:

Students will be assessed through projects, completion of Field Hours, and class participation. Assessment of teaching materials and presentations will be based on MSU's "Clinical Practice Candidate Record of Performance," the evaluation form used for Clinical Practice in the Kentucky Teacher Internship Program (KTIP). The course evaluation is based upon a 650 point scale. The instructor expects completion of all assignments and readings. Hard copies of papers are required (NOT email attachments). All written assignments (other than electronic communication) must be double spaced, using MLA style requirements. Explanation of course assignments and their point values are detailed in the tables that follow.

Attendance Policy:

Students are expected to attend all classes, to be punctual, to be prepared, and to participate. Absences will effect directly your final course evaluation. **Students are expected to notify the instructor if it is necessary to be late or absent from class.**

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/

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>

HIS 451 001 Fall 2009 Tentative Daily Schedule

Date	Topic	Readings	Assignments Due
August 18	Course Intro	N/A	
August 25	Teaching Social Studies	Lyberger, "The Historiography of Social Studies: Retrospect, Circumspect, and Prospects"	PDP part 1 due
September 1	Core Content Teaching Activities Planning and Teaching	TSS, Chs. 1-3 TSS, Ch. 4	
September 8	Teaching Strategies	TSS, Ch. 13	
September 15	Workshop, developing scope and sequence and unit plans	TSS, Ch. 14 Handout	
September 22	Teaching Psychology	TSS, Ch. 5 Guest speaker	Scope due
September 29	Teaching Political Science	TSS, Ch. 7	
October 6	Workshop, Unit planning	Handouts	Sequence due
October 13	Teaching Sociology	TSS, Ch. 6	

October 20	Teaching History	TSS, Ch. 11 Guest speaker	
October 27	Classroom assessment	TSS, Ch. 15	
November 3	Teaching Anthropology	TSS, Ch. 9 Guest speaker	Unit plan due
November 10	In class activity	N/A	
November 17	Teaching Geography	TSS, Ch. 10 Guest speaker	PDP part 2 due
^November 24	Individual study day	N/A	
December 1	Teaching Economics	TSS, Ch. 8 Guest speaker	PDP part 3 due
December 8	Finals week	N/A	Final project due Lesson plans due (w/back up lesson plans) by 5pm

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

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