



**Professional Education Unit
Department of Early Childhood, Elementary, and Special Education**

**TEACHING SOCIAL STUDIES IN THE ELEMENTARY
EDEE 322-092 F/F
Tuesday 4:00 -6:40
Spring 2012**

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Office Hours: M 2:00-5:30 T 1:00 4:30 W 1:00 5:30 Thurs. 1:00 3:00, others by appointment

Course Description: This course will explore the scope and sequence of understandings, attitudes, and skills taught in early elementary social studies programs; and will examine various methodologies used in the early elementary grades of p – 5. Field experiences in p – 5 are an integral part of this course.

Prerequisites: Admission to the Teacher Education Program (TEP) & EDEM 330.

In addition to the above, the instructor will emphasize best - practice teaching strategies, theories, and assessment procedures consistent with the *KY Teacher Standards*, the *KY Core Content for Assessment and Program of Studies (KERA)*, the *KY EPSB Themes*, and the *National Council for the Social Studies (NCSS) Ten Thematic Standards*. The instructor will also emphasize the review of social studies content (history, government, economics, geography, etc.) necessary for competent teaching and for Praxis preparation. The candidate will practice these skills during field experience and evaluate his / her impact on student learning through written reflections, class discussions, and various activities performed in and outside class.

Required Field Experience Hours: 7

“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 (CFO's):

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 (SLO’s): By the end of this course, the candidate will be able to:

1. **articulate** major trends and current issues affecting social studies education in our country today;
2. **identify** and **explain** the impact of student diversity (i.e., SES, ethnicity, ability, religion, sexual orientation, etc.) on the teaching of social studies in our country today;
3. **employ** numerous social studies *teaching strategies* which accommodate learners of all ability 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 (i.e., Smartboards, Powerpoint, United Streaming, etc.) for effective social studies instruction and student learning;
7. **integrate** best – practice literacy strategies for effective 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 the 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.

Required Textbooks:

Walter C. Parker, 2009), Social Studies in Elementary Education (13th edition), Pearson-Allyn & Bacon.

Course Evaluation:

The candidate’s course evaluation will be determined by in – class and out – of class assignments, to include: lesson plans / reflections, journal reviews, exams, and papers. The course evaluation is based upon 300 points. The instructor expects all assignments to be turned in on time, using good grammar and spelling. Explanation of assignments and their point values are explained in the following two tables.

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

Program:	Elementary (p – 5)		Social Studies (EDEE 322)	
Aligned with → Assessment → (point values)	Kentucky Teacher Standards (KYS)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board (EPSB)	National Council for the Social Studies (NCSS)
Attendance (Expected) CFO: 3 SLO: n/a	7, 8, 9, 10	n/a	n/a	n/a
Field Experience (Expected) CFO: 1 - 5 SLO: 3 – 10	1 - 9	2.14 – 2.20	Diversity, assessment, literacy, achievement gap, technology	I - X
Diversity Paper (10) CFO: 4 SLO: 2 – 4	1, 2, 3, 7	2.16, 2.17, 2.19	Diversity, achievement gap	I, III, IV, V
Journal Review (10) CFO: 1, 4 SLO: 1 – 4, 7, 8	2, 3, 4, 5, 7, 9	n/a	Diversity, assessment, literacy, achievement gap, technology	I - X
Diorama (10) CFO 1, 4 SLO 4, 5, 7, 8, 9, 10	1, 2, 3, 4, 5, 7	n/a	Diversity, Assessment. Literacy, Closing the Achievement Gap	I - X
Portfolio/log (10) CFO: 1, 4 SLO: 1 – 4, 7, 8	1, 2, 4, 5, 6	2.14 – 2.20	Diversity, assessment, literacy, achievement gap, technology	I - X
Mini - Teacher Performance Assessments 100pts CFO: 1 SLO: 9, 10	1	2.14 – 2.20	Diversity, literacy, achievement gap	I - X
Social Studies MAP Test 60 pts CFO: 1 SLO: 9, 10	1	2.14 – 2.20	Diversity, literacy, Achievement gap	I - X
Mid-Term Exam 50pts CFO: 1, 2, 4 SLO: 1 – 10	1 - 9	2.14 – 2.20	Diversity, assessment, literacy, achievement gap, technology	I - X
Final Exam 50pts CFO: 1, 2, 4 SLO: 1 – 10	1 - 9	2.14 – 2.20	Diversity, assessment, literacy, achievement gap, technology	I - X

Assignment Descriptions:

Program:	Elementary (p – 5)	Social Studies (EDEE 322)
Assessment (point value)	Description	
Attendance (Expected)	Attendance is an important professional disposition within the College of Education. Attendance at all class meetings and Field Experiences is required. ***Please read “Attendance Policy” below.	
Field Experience (Expected)	The candidate will visit the public schools during the semester. These visits will include 3 observations and 4 – class teaching experiences. The candidate will consult with his/ her cooperating teacher for appropriate social studies topics to plan and teach. Your TPA includes other courses you are enrolled in!!	
Diversity Paper (10pts)	The Professor will assign the candidate an activity pertaining to an aspect of religious diversity prevalent in our society. Diversity spans across religious, sexual, and political lines. The candidate will reconcile personal biases and perceived stereotypes as a result of this assignment. Discuss the similarities and differences between the two topics and relevant teachable concepts. Two Videos on the topic will be presented.	
Journal Review (10pts)	The candidate will peruse recent issues journals in Social Education/Social Studies and select 1 article. This article should be summarized, give your opinion as to the relevancy to KERA, and usefulness.	
Diorama Project (10 pts)	The candidate will construct a diorama and provide a written summary explaining the event or place depicted.	
Mini – TPA (100pts)	The candidate will be introduced to the College of Education Capstone Project, the Teacher Performance Assessment. Candidates will work to complete a Mini – TPA. This will be taught during your field experience and put in folio 180 when completed and edited. This is a significant part of your grade! Do not put in folio 180 until all parts are correct.	
Log (10)	Your Log will include a description of the School & Classroom in which your field experiences are completed. Include your Observation reflections and the signed log of field hours and dates! Your Classroom teacher must Sign this!	
Social Studies Map Test (60pts)	The candidate will demonstrate the ability to label a US map and maps of the continents identifying selected countries in each!	
Mid-Term Exam (50pts)	The mid-term exam will apply to course lectures, readings, and Textbook	
Final Exam (50pts)	The final exam will apply to course lectures, Field Experiences, readings, and activities.	

Grading Scale:

90% - A	270-300 points
80% - B	240-269 points
70% - C	210-239 points
60% - D	180-238 points
0% - E	0-179 points

Attendance Policy: Attendance at both class meetings and field experiences is a professional disposition for the candidate. Therefore, attendance is a requirement for this course! The Fourth excused/ unexcused absence results in your grade being lowered one letter grade. Missed Field Experiences MUST be made up by the student, and are arranged by the candidate. Failure to complete the field experience will result in a failing grade for the class. After completing the field experience, you must enter this into Folio 180. Failure to do this will result in an incomplete for a grade.

Links to Websites for NCATE/ EPSB Alignment:

<http://www.kyepsb.net/teacherprep/standards.asp> This site contains the revised KYS.

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Documents/default.htm> This site contains the KERA Combined Curriculum Documents 4.1 (Academic Expectations, Program of Studies, and Core Content for Assessment with DOK Levels).

<http://www.kyepsb.net/teacherprep/cart/themes6.asp> This site lists the four themes of pre-service teacher preparation that are integrated within this course.

<http://downloads.ncss.org/NCSSTeacherStandardsVoll-rev2004.pdf> This site and pdf document describes the 10 Thematic Standards by which all new and experienced social studies should be competent.

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>

***Please SILENCE your cell phones during class.

***Please DO NOT USE COMPUTERS / Laptops during class (unless otherwise instructed) . ----
Absolutely NO Emailing, Texting, instant messaging, net – surfing, etc during class!

*** Registration for folio 180 is REQUIRED.

