



**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 2010**

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**

***“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. 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 CFO’s and SLO’s:**

Program:	Secondary Grades (9-12)	Social Studies		
Aligned with → Assessment (point values) ▼	Kentucky Teacher Standards (KYS)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board (EPSB)/ NCATE	National Council for the Social Studies (NCSS)
Participation, 100 CFO: 1-5 SLO: 1,3	1,3	2.14-2.20	Diversity, achievement gap/1,3,4	I-X
Field experience, 100 CFO: 3-5 SLO: 3	7,9	2.14-2.20	Diversity, achievement gap/1,3,4	I-X
Self assessment and professional development plan, 150 CFO: 3-5 SLO: 3	7,9	2.14-2.20	Diversity, achievement gap/1,3,4	I-X
Mini TPA, 600 CFO: 1-3 SLO: 1,2,4	1,2,6,8	2.14-2.20	Diversity, literacy, achievement gap/1,4	I-X
Backup lesson plans, 50 CFO: 1-3 SLO: 1,2,4	1,2,6,8	2.14-2.20	Diversity, literacy, achievement gap/1,4	I-X

**Assignment Descriptions:**

Program:	Secondary Grades (9-12)	Social Studies
Assessment (point value)	Description	
Participation, 100	Each student is expected to <b>attend</b> class, be <b>punctual</b> , and <b>participate</b> . 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 <b>15 hours</b> 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. 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 (50 pts). The second consists of a minimum of eight one-page SS journal entries that examine how you are moving toward mastery of your goals (50 pts). 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) (50 pts).
Mini TPA, 600	Each student will write a mini-TPA. Sections that must be included are: <ul style="list-style-type: none"> <li>• Contextual factors (50 pts) – related to community, area, school where completing field observations</li> <li>• Learning objectives (100 pts)</li> <li>• Assessment plan (100 pts) – describe how you would formatively and summatively assess students' learning</li> <li>• Design for instruction (200 pts) – 3 lesson plans in KTIP format</li> <li>• Self-evaluation and reflection (100 pts) – reflect on the overall process and what you learned</li> <li>• Overall presentation (50 pts) – Standard English is used; materials are referenced; spelling is correct; etc.</li> </ul> <p>This will need to include relevant KDE Connections, Core Content strands.</p>
Back up lesson plans, 50	2@ 25pts each

### **Grading Scale:**

1000-900 = A  
899-800 = B  
799-700 = C  
699-600 = D  
599-0 = 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>

### **Field Experience:**

This course requires a 15 hour field experience component.

Students will be responsible for arranging their own field experience hours for Category I (15 hours). In order to do so, students will need to visit the Educational Service Unit (ESU) office (801 Ginger Hall); Mr. Jerry Bruncker is the contact person (j.bruncker@moreheadstate.edu). You may arrange/schedule your hours by visiting the following Web site:

<http://www.moreheadstate.edu/esu/index.aspx?id=3009>

Pertinent information related to your field experience hours are located at this site as well (e.g., dress code policies; student schedule information form).

## **ARRANGEMENTS MUST BE MADE BY TUESDAY, 3 SEPTEMBER.**

*All students in this course are required to purchase a TK20 account. TK20 plays an essential role as a repository documenting your progress through the teacher education program and is as necessary as any other course requirement. You are expected to have purchased and activated your account by the beginning of the third week of class. Your account may either be purchased at [https://payment.tk20.com/ctpayment/options\\_menu.do](https://payment.tk20.com/ctpayment/options_menu.do) or through the University bookstore. (If you are an education major, you only have to purchase this once; if you are taking this course to explore your interest in teaching you can purchase a one semester subscription at a reduced rate. For information on this option contact the College of Education Assessment Office at [tk20help@moreheadstate.edu](mailto:tk20help@moreheadstate.edu).)*

**Field experience is an integral part of this course. Students are required to complete all hours and accurately enter the total into their Tk20 accounts. The deadline for entering the information into Tk20 is December 17. Failure to do so will result in an “I” for the course.**

### **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 1000 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.** Students will be allowed 3 unexcused absences (or 3 hours worth of unexcused absences). Should your number of unexcused absences surpass three, ten points will be deducted for each unexcused absence past three.

### **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>

**HIS 451 001**  
**Fall 2010 Tentative Daily Schedule**

Date	Topic	Readings	Assignments Due
Week 1 August 24	Course Intro	N/A	
Week 2 August 31	Core Content Teaching Activities	TSS, Ch. 1-3	PDP part 1
Week 3 September 7	Teaching Strategies	TSS, Ch. 13	
Week 5 September 14	Teaching political science	Guest speaker TSS, Ch. 7	
Week 6 September 21	Using instructional materials	TSS, Ch. 14	Contextual factors
Week 7 September 28	Classroom assessment	TSS, Ch. 15	
Week 8 October 5	Workshop	N/A	
Week 9 October 12	Teaching geography	Guest speaker TSS, Ch. 10	Learning objectives
Week 10 October 19	Teaching Sociology	TSS, Ch. 6	
Week 11 October 26	Teaching History	TSS, Ch. 11	
Week 12 November 2	Workshop	N/A	
Week 13 November 9	Teaching Anthropology	TSS, Ch. 9	Assessment plans
Week 14 November 16	Workshop	N/A	PDP part 2
Week 15 November 23	Individual study day	N/A	
Week 16 November 30	Teaching Psychology	Ch. 5	
Week 17 December 7	Teaching Economics	TSS, Ch. 8	PDP part 3
FINALS WEEK	Finals week	N/A	Design for instruction, reflection, and back up, lesson plans (together with copy contextual factors, learning objectives, and assessment plan) due by 12noon Dec. 14th

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

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

