



CIEE 3336.02

Fall 2017

SOCIAL STUDIES in the ELEMENTARY SCHOOL

A required course for EC-6 Generalist Certification

College of Education, Department of Curriculum

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Office Location: Room 310 (Faculty Offices)

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Office hours: By appointment

Class time: 4336.02 meets on Thursday, 9:00 – 11:50

Room 215: The Woodlands Center

Course Description:

1. As per the Conceptual Framework for Teacher Preparation at SHSU, this course is designed to provide you with **INSTRUCTION** based on **RESEARCH** which when coupled with your **FIELD EXPERIENCE**, will help develop your professional **DISPOSITIONS, KNOWLEDGE, and SKILLS** to effectively teach social studies in an elementary school setting. These dispositions, knowledge, and skills will prepare you to effectively plan lessons, implement assessments and modify instruction as you work with and teach diverse learners.
2. The purpose of this course is to help prepare you for a career in the teaching profession. Emphasis will be on application and analysis of content knowledge, professional standards, 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 as it applies to the TEKS using constructivist principles and ideas. Active involvement in class projects and assignments will enable you to develop an understanding of curriculum, instructional methods and materials, and performance assessment techniques to improve student learning in elementary social studies. All pedagogical methods are planned using education research and best practices including State and National standards for social studies education.
3. The content methods block is field-based and provides an integrated and holistic experience that will better prepare candidates for the complex task of educating children. Emphasis is

on content knowledge and the development of methodological skills through field-based experiences. Fifty-percent of the teacher candidates' time will be field-based in public school classrooms. The block integrates instruction through promoting effective social studies strategies, reflective teaching, designing lesson-plans, evaluating student progress, effective classroom management and design, integrated teaching, and meeting the needs of diverse students. The teacher candidate is placed in a classroom setting appropriate for the degree they are seeking. The candidate will spend at least 120 hours during the semester in a classroom setting as part of field experience. When in the field the candidate is expected to assist the mentor teacher with campus duties when applicable as well as plan, implement, and assess social studies instructional teaching and learning. Throughout the field experience the mentor teacher and university faculty monitor and assist the teacher candidates. The field experience is designed to allow teacher candidates to work with diverse learners and diverse faculty in public schools.

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system)

Essential: Gaining factual knowledge (terminology, classifications, methods, trends in Social Studies curriculum following the Texas TEKS).

Important: Learning to apply course material to improve professional thinking, problem solving, and decision making pertaining to teaching social studies in the schools.

Important: Acquiring skills in working with others as a mentor of a team (i.e. In Class Activities, PBL, TEKS team.

Textbook: Russell, R. 2016, *American History In No Time*. Flordia. Life At, Inc. ISBN-13: 978-0-9679214-2-6.

Required Materials: Teaching supplies: Bring the following supplies with you to every class: markers, scissors, construction paper, stapler, glue stick, ruler, tape, crayons, etc.

TK 20 Account is required for this course. TK 20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding TK20 is available at: <https://tk20.shsu.edu/>

College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

University Policies:

- SHSU Academic Policy Manual-Students
- [Procedures in Cases of Academic Dishonesty #810213](#)
- [Disabled Student Policy #811006](#)
- [Office of Services for students with disabilities, 936-294-3512](#)
- [Student Absences on Religious Holy Days #861001](#)
- [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
- [Use of Telephones and Text Messages in Academic Classrooms and Facilities #100728](#)
- **Technology during instruction:** Follow instructor's policy on technology use during instruction.
- **Technology during exams:** Follow instructor's policy use on technology during exams.
- **Technology in emergencies:** Follow instructor's policy use on technology use in emergencies.
- **Visitors in the Classroom:** Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all classes, visitors must not present a disruption to the class by their attendance.



NCATE Accreditation

The Sam Houston State University, College of Education has had the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classroom teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premier accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

“NCATE standards are based on the belief that all children can and should learn, (NCATE, 2008).” The effectiveness of the College or Unit is measured based on the standards, which are institutional guidelines that ensure knowledge, skills, and professional dispositions educators need to facilitate P-12 learning.

The NCATE website is source for additional information accessed as follows:

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

CAEP Standards can be found on: <http://www.caepnet.org>

The DDP Standards can be found on the SHSU Website.

The Conceptual Framework and Model

The COE Conceptual Framework establishes the shared vision of the college in preparing educators to work with PK-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners.

The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are:

Knowledge Base (CF1)

Technological Learning Environment (CF2)

Communication (CF3)

Assessment (CF4)

Effective Field Experience with Diverse Learners (CF5) **Web link on *Educator Preparation Services* site for *Conceptual Framework*:** http://www.shsu.edu/~edu_edprep/

This course meets the following state and national standards:

- ✓ National Council of Social Studies (NCSS)-<http://www.ncss.org/ncate.aspx>
- ✓ EC-6 TEKS Content Standards- <http://www.tea.state.tx.us>
- ✓ National Council for Accreditation of Teacher Education (NCATE)- www.ncate.org
- ✓ Association for Childhood Education International (ACEI) - <http://www.acei.org>
- ✓ *Pedagogy and Professional Responsibilities (PPR)*- <http://www.sbec.state.tx.us>
- ✓ SHSU Teacher Preparation Conceptual Framework- <http://www.shsu.edu/~ncate/concept.html>

Standards Matrix: NCSS TEKS NCATE ACEI PPR CF

Objectives/Learning Outcomes	Activities *Indicates field-based activity	Performance Assessment	Standards
-Applying the structure of social studies purpose, knowledge, skills and values to effective teaching	*Integrated Social Studies Lesson Plan (with cooperative learning), Teaching Performance, and TC Reflection on Teaching and Learning <ul style="list-style-type: none"> Reading Assignments on integrated Learning Jigsaw Method used to develop a deeper understanding of integrated strategies Placemat Method used to develop a deeper 	Lesson Plan Rubric in Field Ex. Handbook	NCSS –1-10 <i>See NCSS attachment</i>
-Planning appropriate social studies curriculum and instruction that demonstrates a transfer of theories, concepts and instructional methods from literacy and child growth development courses		PDAS Performance Rubric in Field Ex. Handbook	TEKS EC-6 NCATE 1,2,4
-Planning and performing social studies lessons that apply		TC reflection Rubric	PPR Standards 1 PPR Standard 2
		Dispositions in TK20	CF 1 CF 5

<p>Critical questioning, concept development, professionally addressing controversy, and performance assessments skills and activities that address differentiated instruction</p> <p>-Planning and performing lessons that utilize Integration of content, cooperative learning, oral history, and service learning methods, which include the application of social studies knowledge, skill, and values</p> <p>-Developing professional thinking and professional behavior</p> <p>-Developing problem solving and teacher decision making</p> <p>-Applying thinking skills, and data gathering and interpreting skills related to social studies instruction</p>	<p>understanding of the cooperative strategies</p> <ul style="list-style-type: none"> Practice in class of role card assignment methods. Modeling and examples of Integrated Social Studies Lessons plans reviewed in class and posted on Blackboard Candidates design a lesson using integrated learning methods. TC modeled in class and practice assignment PBL project 	<p>Mentor Teacher and University Supervisor Professional Attributes Rating in Field Experience</p> <p>During class, teacher candidates will demonstrate works-in-progress for feedback from the professor through various in class activities.</p>	<p>ACEI 1.0, 2.4, 3.1, 3.2, 3.4,</p>
<p>Applying constructivist approaches to concept acquisition in inductive, deductive, and combination methods.</p> <p>Applying skills for working with others.</p> <p>Applying thinking skills, and data gathering and interpreting skills related to social studies curriculum, instruction, and assessment.</p> <p>-Planning appropriate social studies integrated curriculum and instruction</p>	<p>Social Studies Digital TEKS Activities and Assessments Aligned with NCSS standards, TEKS, and Domains</p> <ul style="list-style-type: none"> Explanation, practice and examples of Engaging Social Studies Activities and Assessments and reflection Model Web searches <p>Project-Based Integrated Unit Project</p> <ul style="list-style-type: none"> Planning under a “real world” setting Working in teams to plan Researching/gathering data to plan lessons/units 	<p>TC Reflection Rubric</p> <p>During class teacher candidates will demonstrate works-in-progress for feedback from the professor through various in class activities.</p> <p>Teach a mini-lesson from the project</p>	<p>NCSS 1-10</p> <p>EC-6 Social Studies TEKS</p> <p>NCATE 1,3,4</p> <p>PPR Standard I, PPR Standard III, PPR Standard IV</p> <p>CF 1, CF 2, CF 5</p> <p>ACEI 1.0, 2.4, 3.1, 3.2, 3.3, 3.4</p>
<p>Applying thinking skills, and data gathering and interpreting skills related to social studies curriculum, instruction, and assessment.</p> <p>-Developing professional thinking and professional behavior</p> <p>-Developing problem solving and teacher decision making</p> <p>-Planning appropriate social studies curriculum, instruction and assessment</p>	<p>Website Design PPR Standards and Competencies</p> <ul style="list-style-type: none"> Match assignments and projects with the correct PPR standard Insert sample artifacts for each competency 	<p>Teacher candidates will design a teacher website with artifacts from their field experience.</p> <p>Each methods content subject will be matched to a PPR standard</p>	<p>NCSS 1-10</p> <p>EC-6 Social Studies TEKS</p> <p>NCATE 1,3,4</p> <p>PPR Standard I, PPR Standard II, PPR Standard III, PPR Standard IV</p> <p>CF 1, CF 2, CF 3, CF 4, CF 5</p> <p>ACEI 1.0, 2.4, 4.0, 5.2</p>
<p>-Design a social studies project/materials that will be academically useful for their mentor teacher or school</p> <p>-Applying thinking skills, and data gathering and interpreting skills related to social studies curriculum, instruction, and assessment.</p> <p>-Developing problem solving and teacher decision making</p>	<p>Legacy Project and DAP Reflection</p> <p>PBL project</p>	<p>While in the field teacher candidates will demonstrate works-in-progress for feedback from the professor.</p>	<p>NCSS 1-10</p> <p>EC- 6 Social Studies TEKS</p> <p>NCARE 1.3.4</p> <p>PPR Standards 1, 2, 3, 4</p> <p>CF 1, CF 2, CF 3, CF4, CF5</p> <p>ACEI 1.0, 3.2, 3.4, 5.1</p>

<p>Applying constructivist approaches to concept acquisition in inductive, deductive, and combination methods.</p> <p>Applying skills for working with others as a member of a team.</p> <p>Applying thinking skills, and data gathering and interpreting skills related to social studies curriculum, instruction, and assessment.</p> <p>-Planning appropriate social studies integrated curriculum and instruction</p>	<p><u>Digital Social Studies</u> Project</p> <ul style="list-style-type: none"> Demonstration of numerous examples of book projects Candidates bring trade books and practice in class with partners to begin developing their books Jigsaw method used to validate teacher candidates understanding of assignment and purpose of assignment for social studies instruction <p>Oral History Lesson</p> <ul style="list-style-type: none"> Demonstration of numerous examples Small group performances of lesson component 	<p><u>E- Book Rubric</u></p> <p>Lesson Plan Rubric in Field Ex. Handbook</p> <p>Presentation Rubric</p> <p>During class, teacher candidates will demonstrate works-in-progress for feedback from the professor through various in class activities. Lesson Plan Rubric in Field Ex. Handbook assessed by professor</p> <p>Presentation Rubric And Feedback from fellow candidates</p>	<p>NCSS 1-10</p> <p>EC-6 Social Studies TEKS</p> <p>NCATE 1,3,4</p> <p>PPR Standard I PPR Standard III</p> <p>CF 1, CF 2, CF 3, CF 4</p> <p>ACEI 1.0, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5</p>
<p>-Fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.</p>	<p>*Field Experience: Lesson Plans, Weekly and DAP Reflections, Teaching Performance, Field Experience Checklist During Field Experience Opportunity Week these assignments and expectations will be reviewed with examples and class activities.</p>	<p>TC reflection Rubric (see attachment) Following in Field Ex. Handbook Daily Reflections from the field Dispositions Mentor Teacher and University Supervisor Appraisal of Professionalism</p>	<p>NCSS Standards</p> <p>EC-6 Social Studies TEKS</p> <p>NCATE 1.3, 4</p> <p>PPR Standard II PPR Standard III PPR Standard IV</p> <p>CF 1, CF 2, CF 3, CF4, CF 5</p> <p>ACEI 1.0, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1, 5.2</p>

Course Format:

This course will consist of cooperative learning groups and discussion, in-class and out-of-class activities with emphasis on the TEKS strands and their progression from one grade level to the next. Emphasis will also be placed on the use of technology to improve teaching and learning, field experience performance assignments and reflections designed to help candidates further their knowledge, skills, and dispositions as it pertains to teaching social studies in the public schools. The course will progress through social studies content lessons to refresh the student on American history.

Course Content:

Candidates will demonstrate an understanding of how to dissect social studies TEKS to incorporate social studies knowledge and skills identified in the strands and used to develop effective lesson objectives. Candidates will become familiar with specific strategies used to integrate social studies curriculum effectively with appropriate language arts, mathematics, science, or art curriculum. Candidates will be presented with and provided opportunities to practice their ability to plan and perform sound teaching and assessment practices of exemplary elementary social studies teachers through various activities conducted during class time and field experiences.

CIEE 4336 ASSIGNMENTS AND DESCRIPTIONS

Assignments in the Content Methods Block are divided into Class Based and Field Based Assignments. The following list is an overview of each assignment. Specific requirements and rubrics will be posted on Blackboard. Please note that due to the nature of the class meeting once per week for three hours, some assignments will have the same due dates. **All due dates will be listed on the Course Calendar. Please refer to it frequently.**

Class Based Assignments (1000 points)

- **Social Studies Lesson Plan (100 points)**

The Social Studies lesson plan will follow the approved Methods lesson plan format. The purpose of this assignment is for the teacher candidate to design instruction for specific social studies learning goals and TEKS which effectively addresses student characteristics and learning needs, and uses contextual information and data to select appropriate and relevant social studies knowledge, skills, or values, concept development, learning activities, assessment, and resources. Technology is appropriately used and makes a significant contribution to teaching and learning.

- **Social Studies Presentation Mini-Lesson (100 points)**

You will work with a group on an assigned Social Studies topic (Ex. American Revolution). You will choose a grade level and present a lesson to the class following the Methods Lesson Plan. You will involve the class in your lesson and furnish enough materials so that they can participate in the lesson.

- **Historical Book Talk (100 points)**

Your Book Talk assignment involves delivering a 5 minute book talk to the class about the history/social studies picture book you have chosen for this assignment. The object of the book talk is to convince the listener to read the book you are recommending.

- **Social Studies Artifacts (Menu) (100 points)**

Each week as listed on your calendar, you will create an artifact (see menu) that is directly aligned with the week's content (Ex. American Revolution). You will present the artifact to your classmates.

(100 points each) (350 points total)

- **Quizzes (25 points each) (150 points total)**

Each week you will be responsible for reading the text assignment and viewing the information on Blackboard (Flipped Classroom). You will take a quiz each week over the assigned material. The quizzes will count as 25 points on your grade total; there are 7 reading assignments and 7 quizzes, therefore, you will have the choice to eliminate your lowest quiz grade.

- **Legacy Project (100 points)** Candidates will implement the concept of service learning to create a meaningful project to leave in the classroom, school or community as a thanks to their mentors and students. Candidates will observe for an area of need in the classroom, school or community and create the project. Candidates will write a reflection and take pictures of their project and implementation while in the field. Legacy reflections will be presented in class when candidates return from their field experience.

- **Attendance and Professionalism (100 points)**

There are many in-class activities that are designed to teach social studies methodology and are the most important concepts for this course. If you are not in class, you cannot receive the participation points, nor will information about other projects and assignments that were discussed in the class you missed be made-up for you. It will be your responsibility to get the information you missed and catch up. Any absence will result in a 15 points reduction from the class participation points and will affect the total number of points for the grade total. Points will also be deducted when audience members are not mentally present when a colleague is presenting are speaking (ex. Cell phone, tablet or laptop use).

It is Methods policy that you dress professionally any time you are to present to the class. (If you are not sure what professional dress means see me for an explanation).

Field Based Assignments (400 points)

- PBL Unit Integrated Learning Unit (100 points)
- PBL Presentation (100 points)
- Capstone Portfolio (100 points if turned in on time and the rubric was followed)
- Due: Friday, October 13.
- Professional Attributes (50 points by Mentor – 50 points by Supervisor) Teacher candidates will teach a math, science, and social studies lesson while they are in the field. Each candidate will be evaluated for each lesson by their mentor or field supervisor. Candidates are required to communicate their teaching times and dates to professors and coordinate a time for the formal evaluation.

Total Possible Course Points: Please note that all assignments are required. They will not be accepted late, per late policy, but must be completed in order to pass on to student teaching. There are no “optional” assignments.

Point Breakdown: You must make a C or better in all Content Methods courses to move on to Student Teaching.

Grade	Points
A	1300 -- 1400 points
B	1199 -- 1299 points
C	1098 -- 1198 points
D	997 -- 1097 points
TOTAL	1400 for Class and Field Points

Evaluation Procedures and Grading Policies

The difference between a student who succeeds and a student who excels is in the preparation.

--Anonymous

The evaluation system outlined below is an attempt to provide candidates with a significant role in determining their final grade in CIEE 4336. This system is based on my belief that the most important variable involved in determining the candidate's final grade should be the quantity of high-quality work completed. My requirement is that all assignments submitted must demonstrate the quality of work expected of prospective elementary school teachers; this means that you should write assignments as if your future administrators, superintendents, and parents will be reading it. Work is expected to be professionally written with correct grammar, tense, and spelling. You, in turn, have options regarding the amount of work you put into your assignments. You **earn** your grades...**we don't give them.**

Late assignment policy:

- Up to 24 hours 50%
- 25 to 48 hours 75%
- More than 48 hours 0%, but must be turned in to pass the course.
- All assignments are due on the date posted.

Papers turned in must comply with the following:

1. Papers must be typed in a 12-point, clear font, following APA format. No handwritten papers will be accepted. Double space!
2. Please use spell/grammar check. Always proofread before you turn in work!
3. Follow recommended length and format.
4. Staple pages together.
5. Include the rubric with the assignment.
6. Please utilize the SHSU Writing Center here at TWC or on campus. Their help can save you time!

Methods Block Expectations: Be Positive, Prepared, and Professional! Be Happy!!

Professionalism: This set of courses represents your last significant preparation for teaching as a college student. You are preparing to enter the professional world in a few short months, so our expectations are very high. You have worked hard to get this far in your educational career, and we are charged with sending competent, enthusiastic educators into the schools. As former elementary educators and administrators we know what schools are looking for in new teachers and the behaviors that you exhibit now are a good indicator of your competency as a teacher. With that in mind, professionalism is of the utmost importance. As a part of your preparation for becoming a teacher, you will be expected to act in a professional manner. This includes: in class and field placements.

Attendance and punctuality: (See also College of Education Attendance policy)

We expect you to be **IN** class **ON** time. Daily attendance is a course requirement because of the high level of interaction during the hands-on/minds-on activities in all classes. Group collaboration and discussion comprise a significant component of scheduled class time. If you find that you must miss a class, it is your responsibility to contact your classmates to find out what was missed. Participation points will be given in class at times and these cannot be made up. Please note that if you are more than 15 minutes late, or choose to leave early, you will forfeit your daily points. **Any field time that is missed, for any reason, must be made up without exception.**

Your instructors will only take responsibility for having handouts and materials at class ***on the day initially provided***. If you need to be absent, be sure you have arranged for a peer to obtain materials for you. ***After more than 1 three-hour absence, your final grade will be deducted by 15 points for each additional class hour missed.***

PLEASE NOTE: Absence is not an excuse to miss assignment deadlines – you may email the assignment prior to class time. Failure to do so will result in a zero (see “Due Dates”). Please plan ahead!

Student Interaction Policy: When you are in the field, it is expected that you will maintain the highest degree of integrity and professionalism possible adhering to the following rules:

- Do NOT communicate with any student inside or outside school unless it concerns academics or classroom learning.
- Do NOT text, e-mail or access student My Space or Facebook pages.
- Do NOT call students on their cell phones or home phones.
- Contact with students outside of school is prohibited.
- Do NOT give students rides or socialize with them or their families.

BIBLIOGRAPHY

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Steven L. McCollum, *Performance Assessment in the Social Studies Classroom: A How-to-Book for Teachers* (Joplin, MO: Chalk Dust Press, 1994).

Tom Snyder Productions website: www.tomsnyder.com

The Learning Company's website: www.riverdeep.net/learningcompany

Name _____ Date _____

I have printed the Social Studies syllabus and Calendar and placed them in my class binder to refer to as needed. I have read the syllabus and looked up any of the websites if I needed further clarification on its contents.



Learning Knows No Bounds

CIEE 3336 Social Studies Methods Calendar of Assignments Fall 2017

Week/Date	Flipped Classroom (FC) Assignment (Before Class)	Activities in Class	Assignments Introduced	Assignments Due
Week 1 8/24	n/a	Introductions, Syllabus and Calendar Intro. TEKS Alignment Activity	Historical Book Talk	
Classes	Cancelled	August 28 – Sept. 4		
Week 2 9/7	Native Americans FC Assignment	Native Americans Modeled Lesson	Lesson Plan Demonstration Artifacts & Rubric Menu Presented	Historical Book Talk
Week 3 9/14	European Exploration and Colonization FC Assignment	Group 1 Demonstration on European Exploration and Colonization		Group 1 Demonstration Flipped Classroom Assignment and Artifact
Sept. 14	Training Sections 1 & 2	Portfolio	1:00 – 2:00	
Week 4 9/21	American Revolution, Democratic Government.	Group 2 Demonstration on American Revolution, Etc.		Group 2 Demo FC Assignment and Artifact

	Westward Expansion FC Assignment			
Sept. 21	Portfolio review Sec. 2 only	1:00 – 2:00 (all of Sec. 2)	1:00 – 2:00	
Sept. 26 (Tues)	PBL KICKOFF Sections 1 & 2	12:00 – 1:00		
Week 5 9/28	All about Texas FC Assignment	Group 3 Demo on All About Texas		Group 3 Demonstration FC assignment and artifact
Week 6 10/5	S.S. Presentation, Jan Miller, room 110 Civil War FC assignment	Group 4 demonstration on Civil War We will have class after the S.S. program	All students need to be prepared to return after lunch to finish S.S.	Group 4 demonstration FC assignment and artifact
Week 7 10/12	Reconstruction, WW I and WW II, FC assignment	Group 5 Reconstruction, WW 1 & WW II Presentation		Group 5 demonstration FC assignment and artifact
Week 1 Oct. 16 - 20	Field Orientation 9:00 – 11:30 Lunch Report to Schools 1:00	Tuesday, Oct. 17 Report to your school		
Week 2 Oct. 23 -27		Sign up with your mentor for a time to teach a	Math, Science and Social Studies Lesson	

Week 3 Oct. 30 – Nov. 3	Be sure you have signed up for Observations			
Week 4 Nov. 6-10	Monday Nov.6 PLT 8:00 – 3:00 Bearkat Park	Last week of Field		
Week 8 class 11/16	Civil Rights Movement FC assignment	Group 6 on Civil Rights Movement		Due: S.S. lesson plan Group 6 demonstration FC assignment, artifact
Nov. 20 - 24	Thanksgiving	Week		
Week 10 11/30	Legacy Project	Legacy Project Presentations Geography centers		Due: Legacy Project
Tuesday, Dec. 5	PBL PRESENTATIONS			