



CIEE 3336 Social Studies in the Elementary School Fall 2017

CIEE 4336 is a required course for the IDS Education Major/Elementary Certification

College of Education, Department of Curriculum & Instruction

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Class Format: Weekly meetings in this course will consist of modeling the most effective and research-based practices in social studies that foster and support candidates' active participation and reflections. Cooperative learning, group projects, use of literature/writing, integrated curriculum, and instructional technology will be emphasized. The candidate will participate in hands-on activities associated with planning, teaching, and assessing all content learning *for all learners* using the Texas state curriculum (TEKS). Teacher reflections will be required.

Class day and time:

Section 4 Wednesday 9-11:30 Room 313 TEC (note change from schedule to accommodate lunch time)

Section 5 Thursday 9:00-11:30 341 TEC (note change from schedule to accommodate lunch time)

Class location: TEC 313 and 341

Course Description: CIEE 4336: The Teacher Candidate is prepared for a career in the teaching profession. Emphasis will be placed 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 will be applied and reflected upon. The teacher candidate works collaboratively with practicing EC-6 teachers in field based settings.

Textbooks: No formal text required. See supply list on Blackboard.

***One small Dry Erase board with markers**

***Access to Children's literature**

***TEKS Chart for Social Studies)** – Purchase through Region 4 or online access to TEKS

***TEKS App and Remind App**

- *Content-rich Websites
- * Content Methods eHandbook
- * Pedagogy and Professional Responsibility Standards (PPR) (downloads at TEA Website)
- ***Project Learning Tree** (11th edition) America Forest Foundation. \$55.00.
- ***TK20 Account** required for this course---TK20 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/>

Course Objectives: The following objectives will be met during this course:

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 the elementary. These dispositions, knowledge, and skills will prepare you to effectively *PLAN*, *IMPLEMENT*, *ASSESS*, 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 placed 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 will be applied and reflected upon. Constructivist principles and ideas will be practiced in the course and field. 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 based on education research, best practice and State and National standards for social studies education.
3. The 12-hour block is field-based that will better prepare candidates for the complex task of educating children. Emphasis will be placed 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 teaching strategies, reflective teaching, designing lesson plans, evaluating student progress, effective classroom management and discipline, integrated teaching, and meeting the needs of diverse students. Each candidate will be 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 public school classroom as part of field experience. When in the field the candidate will be expected to assist the mentor teacher with campus duties when applicable as well as plan, implement, and assess math, science and social studies instructional teaching and learning. Throughout the field experience the mentor teacher and university faculty monitor and assist the teacher candidates. Your field experience is designed to allow you to work with diverse learners and diverse faculty in public schools. You will impact EC-6 student learning in a school setting collaborating with a mentor teacher and university supervisor as you develop the knowledge, skills, and dispositions related to planning, implementing, and assessing effective math, science and social studies instruction. There will be class



requirements related to field experience and these are described in the CIEE 4334, 4335, 4436 and 4385 Assignment section. CIEE 4334, 4335, 4436 and 4385 are required courses for Elementary Certification.

A matrix that aligns course objectives, activities, assessments, and standards can be viewed at [this link](#).

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential:

1. Applying course material to improve professional thinking, problem solving, and decision making in regards to teaching content in the schools (i.e., Integrated curriculum, service learning, and DAP and Field Experience Reflections).

Important:

2. Developing specific skills, competencies, and reflective thinking needed by teachers as professionals.

Course/Instructor Requirements:

Field experience provides a unique opportunity for teacher candidates to:

- begin the transition from a college student to a teacher,
- familiarize themselves with the culture of the social studies classroom in elementary schools,
- observe and put into practice the content concepts and skills learned in the course,
- better understand the learners, the processes involved in developing conceptual understanding in students, and multiple approaches to facilitate learning, and,
- observe and understand the complexity of teacher roles and responsibilities on a daily basis.

Social Studies Specific Assignments:

Social Studies Lesson Plan (part of field trip project, but also a separate assignment graded alone) - See the handout posted in Blackboard for a detailed description of this assignment	100 points	
This Day in History – See the handout posted in Blackboard for a detailed description of this assignment	100 points	
Presidential Cereal Box See the handout posted in Blackboard for a detailed description of this assignment	100 points	
Coke Bottle Character and QR code report- See the handout posted in Blackboard for a detailed description of this assignment	100 points	
Field Trip Project (partner) 0 See the handout posted in Blackboard for a detailed description of this assignment	100 points	
Geography or Culture Lap Board Blackboard for a detailed description of this assignment	100 points	

600 points total for Social studies assignments alone

315 points are for student disposition assigned by professor

85 points are from your mentor teacher at the school you are placed in.

Field placement observations and integrated assignments will be calculated in addition to this grade.
Common points :400 (315 disposition points plus 85 mentor teacher points)

Total Points: 1000 points

A=

B=

C=

D or below is considered failing and student will either withdraw from program or repeat methods, depending on the committee decision.

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #811006](#)
 - [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 Messagers in Academic Classrooms and Facilities #100728](#)



- Technology during instruction: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING INSTRUCTION
- Technology during exams: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING EXAMS
- Technology in emergencies: INSTRUCTOR'S POLICY 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 cases, visitors must not present a disruption to the class by their attendance.

Disposition for EC-6 Senior Methods Teacher Candidates by Professor _____ Teacher Candidate

The National Council of Teacher Education (NCATE) Standard 1 requires that teacher candidates exhibit professional dispositions. Dispositions are attitudes about education and are observed not only in the field, but in the university methods classroom as well. Students admitted to the SHSU Teacher Education Program must exhibit professionalism in their interactions with their peers, their instructors, and with mentor teachers and students during coursework and field placements. Therefore, it is imperative that teacher candidates put their best professional foot forward at all times

All Teacher Candidates begin the semester at **On Target = 315 points** Indicator points will move as demonstrated by the candidate and will be evaluated on an ongoing basis. At the end of the semester, professors will make any point changes and give feedback when necessary.

Classroom Performance Observations regarding methods classroom AND field experience

*The following indicators are directly from Job Reference forms from Texas School Districts. These are the things that districts want to know about YOU!	Comments:	Exceeds	On Target	Below Expectation
Overall Classroom Performance			x	
Displays Initiative and personal motivation			x	
Ability to effectively communicate with others			x	
Ability to follow instructions			x	
Organization			x	
Classroom Management			x	
Competence in lesson planning			x	
Teaching Presentation			x	
Demonstrates Differentiating instruction			x	
Command of Subject Matter			x	
Creative and Resourceful			x	
Written Communication Skills			x	
Rapport with students			x	

Appropriate Interaction with students			x	
Professional Attitude			x	
Cooperation			x	
Effective Problem Solver			x	
Quality of Work			x	
Accepts Constructive criticism and supervision			x	
Maintains Confidentiality			x	
Meets Deadlines			x	
Willingness to assume responsibility			x	
Enthusiasm for profession of public education			x	

Personal Qualities *Demonstrates good judgment

	Comments	Exceeds	On Target	Below Expectation
Demonstrates Appropriate Use of Cell Phone, Texting and Internet			x	
Makes efforts toward professional growth			x	
Demonstrates leadership ability/potential			x	
Prompt and Regular Attendance			x	
Appropriate Professional attire (includes dress, piercings, tattoos, etc			x	
Flexible and Open Minded to new/other ideas			x	
Takes Pride in duties/tasks			x	
Emotional stability and maturity			x	
Attitude			x	
Emotional Composure			x	
Time Management			x	

Dependability			x	
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# of Indicators 35 total	Comments	Exceeds 10 pts	On Target 9 points	Below Expectations 2 points
			315	

***An extreme concern in any area could result in methods failure, and teacher candidate could either be required to repeat all methods courses or be removed from the program.**



College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.