



CIEE 3336 Social Studies in the Elementary School *Fall 2017*

CIEE 3336 are required courses for the IDS Education Major and EC-6 Certification
College of Education, Department of Curriculum and Instruction
Integrated Content Curriculum Instruction in Elementary Grades

Instructor: Mrs. Cheryl M. Watts, M. Ed
Teacher Education Center (TEC), # 240
PO Box 2119/SHSU
Huntsville, Texas 77341
Phone: (936) 294-1240
Fax: (936) 294-1056
E-mail: cmw022@shsu.edu

Office hours:

Wednesday and Thursday	11:00-12:20	Meet by Appointment
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Note: These times may vary due to scheduling of observations during Field Experience and supervising student teachers. It is best to make an appointment.

Course Format:

Weekly meetings in this integrated curriculum course will consist of modeling the most effective and research-based practices in teaching mathematics, science, social studies and classroom management 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. The teacher candidate works collaboratively with practicing EC-6 teachers in field based settings.

Day and Time of Class Meets: Tuesday: 9:00 – 11:50

Location of Class: TEC room 341

Course Descriptions:

CIEE 3336: 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 Text book required: A variety of materials and supplies will be required during the course of the semester.

Project Learning Tree (11th edition) America Forest Foundation. Available at a later date from professor. \$55.00

Course Objectives:

Course	CIEE 4336 Social Studies
Course Objective of Content and Overview	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

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

- Essential: Learn to apply course material (to improve thinking, problem solving, and decisions.)
Developing specific skills, competencies, and point of view needed by professionals in the field most closely related to this course.
- Important: Learning fundamental principles, generalizations or theories.
Acquiring skills in working with others as a member of a team.
Learning how to find and use resources for answering questions or solving problems.
Acquiring an interest in learning more by asking my own questions and seeking answers.

Course/Instructor Requirements:

CIEE 4336 is a teaching methodology courses designed to help teacher candidates gain competencies in planning, implementing, assessing, managing and modifying content instruction that meets the needs of diverse learners. Specific course info in the pages that follow.

Course Outline:

Course	CIEE 3336 Social Studies
Course Content Overview	--Strands of Social Studies: History, Geography and Social Sciences --Engaging students in History: This Date in History Coke-bottle Character Cereal Box President --Engaging students in Geography: Mapping Virtual Field Trips Lapbook --Engaging students in Social Sciences: This Date in History, Coke-bottle Character, Cereal Box President, Lapboard --Snapshot Lesson Plan --Make and Take class participations to engage students with hands on activities

CIEE 3336 Social Studies in the Elementary Classroom

COURSE OBJECTIVES AND STANDARDS MATRIX for CIEE 3336 Social Studies

Topic/Objectives	Activities/Assignments *Indicates field-based activity	Measurement (including performance based)	Standards Alignment Standards being addressed: [color coded] <ul style="list-style-type: none"> State PPR Standards ACEI Specialty Organization Standards (NCTM) SHSU Teacher Preparation Conceptual Framework (CF) NCATE Unit Standards
<p>-Applying the structure of social studies purpose, knowledge, skills and values to effective teaching</p> <p>-Planning appropriate social studies curriculum and instruction that demonstrates a transfer of theories, concepts and instructional methods from literacy and child growth development courses</p> <p>-Planning and performing social studies lessons that apply 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>*Integrated Social Studies Lesson Plan, Teaching Performance, and TC Reflection on Teaching and Learning</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. 	<p>Lesson Plan Rubric in Field Ex. Handbook</p> <p>PDAS Performance Rubric in Field Ex. Handbook</p> <p>Daily Reflections from the field in Field Experience Handbook</p> <p>Dispositions in TK20</p> <p>Mentor Teacher and University Supervisor Professional Disposition Rating in Field Ex. Handbook</p> <p>Snapshot Lesson Plan</p> <p>Lapbook.</p>	<p>NCSS –1-10 See NCSS attachment</p> <p>TEKS EC-6</p> <p>NCATE 1,2,4</p> <p>PPR Standards I PPR Standard 2</p> <p>CF 1 CF 5</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>Best SS Curriculum Activities and Assessments Aligned with NCSS standards, TEKS, and Domains</p> <ul style="list-style-type: none"> Explanation, practice and examples of Best SS Curriculum Activities and Assessment sand reflection Model Web searches (See Description of Assignments) 	<p>During class teacher candidates will demonstrate works-in-progress for feedback from the professor through various in class activities.</p> <p>Investigating Resource Challenges Pinterest Organization and Ideas</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>	<ul style="list-style-type: none"> Presenting and Modeling Engaging classroom activities <p>Planning social studies lesson plans with consideration to the 3 strands</p>	<p>During class, teacher candidates will demonstrate works-in-progress for feedback from the professor through various in class activities.</p> <p>Lapbook Class discussions Snapshot lesson plans</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>Field Experience Lesson plans</p> <p>Classroom Lesson plan format</p> <p>Resourceful Teaching</p>	<p>Field Experience Lesson plan</p> <p>Snapshot lesson plan</p> <p>Lapbook</p> <p>Class experiences in timeline, field trip and resource challenges</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>Working with a team to demonstrate methods to engage students</p>	<p>Snapshot lesson plans</p> <p>Active learning tools</p> <p>Class timeline</p> <p>Field trips</p> <p>Lapbook</p> <p>This date In history</p> <p>Cokebottle Character</p> <p>Cereal Box President</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 Feedback, Teaching Performance, Field Experience Checklist During Field Experience Opportunity Week these assignments and expectations will be reviewed with examples and class activities.</p>	<p>Professor Disposition</p> <p>Mentor Disposition</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> <p>ACE</p>

Course Grading:

Assignments/Activities Including written reflection /ACE	550
Disposition/Professionalism from Professor	350
Disposition/Professionalism from Mentor(s) 120 for each mentor = 240/2 will result in an average	100
Total	1000

The professor reserves the right to alter course requirements to better meet the learning needs of the teacher candidates.

Letter Grades

Letter Grades are as follows:

900-1000 = A

800-899 = B

700-799=C

600-699=D

Below 600 =F

*A grade in any methods course of "D" or lower will result in the candidate repeating all method courses before they are eligible for student teaching.

Schedule:

Assignment due dates will be announced to students
This Date in History
Coke-bottle Character
Cereal Box President
Snapshot Lesson Plan
Lapbook

Student Guidelines**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: no personal tech devices, only for classroom activities
 - Technology during exams: No personal tech devices
 - Technology in emergencies: Inform instructor of any personal issues

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 disruptions to the class by their attendance.

[NCATE Standards](#)

CAEP StandardsThe COE Conceptual FrameworkACEI: <http://www.acei.org>Conceptual Framework: <http://www.shsu.edu/~ncate/concept.html>TX PPR Standards: <http://www.tea.state.tx.us>NCATE: <http://www.ncate.org>ISTE: <http://www.iste.org>State Standards: <http://www.tea.state.tx.us/index2.aspx?id=5938>**ACE**

--All content methods block courses are Academic Community Engagement courses in which you will not only learn knowledge and skills, but also actively use those skills to make a difference in our community to improve the quality of life. These experiences will help you see yourself as a positive force in this world and deepen your understanding of your role as a citizen.

--Through the ACE experience you will complete approximately 120 hours of field experience where you will focus on the educational growth of EC-6 students that include planning and teaching lessons, involvement in community efforts like math family night, family informational fairs, reading fairs, mentoring programs, etc.

--At the end of each field experience placement you will have the opportunity to reflect on your experiences and that reflection is inclusive of your grades for all senior content methods block courses which is approximately 50% of your total points for your final grade.

Attendance

Regular and punctual attendance is required and will be documented every class period.

As per University policy, candidates will not be penalized for three (3) hours of absence during the semester. This class period absence should be used carefully for emergencies and illnesses. It is important that candidates notify the professor via email or phone call prior to, or on the day of, the absence regardless of the reason for the absence.

Upon the second absence, after the three (3) hours of absence allowed by the University, the Department of Curriculum and Instruction will be notified and a notation will be made in the candidate's file. After the third absence, the candidate will attend a conference with the course professor as well as the Chairperson of Curriculum and Instruction to discuss and evaluate reasons for the absences, and to determine if the candidate needs to continue in the program. Excessive absences can constitute reasons for lowering of semester grades, and possibly, removal from the course or block of courses. Each absence beyond the first absence may result in a five-point reduction of your final grade in all classes for each class missed. Excessive absences can constitute reasons for lowering of semester grades, and possibly, removal from the methods semester.

It is the student's responsibility to obtain prior approval from the instructor for making up class assignments. Documentation from the student may be required for approval. It is also the student's responsibility to retrieve handouts and materials from the missed class from classmates. Any missed group work may not be made up.

- **Tardies**

If a student is fifteen minutes or more late to class or leaves class fifteen minutes or more before class is over, an absence will be recorded. A student who shows a pattern of being a few minutes late (but less than 15) will be notified that continuation of that pattern will result in an absence.

Course Expectations:**Methods Block Professionalism and Expectations:**

- Check Blackboard regularly for assignments, announcements, grades, changes.
- Communicate with your course instructor for any concerns that could affect your learning, attendance, and participation in class.
- Observe regular attendance and prepare to actively participate in class and in the field.
- Engage in team collaboration and active listening
- Engage in thoughtful reflections on teaching practices and learning opportunities
- Relate or make cognitive connections between and among readings, discussions, activities, assignments and the PPR competencies.
- Consistently demonstrate good disposition.

Professional Participation

It is expected that teacher candidates be active, enthusiastic, and collegial participants in face-to-face and online activities during the semester. In addition, it is expected that course work is completed in a timely and professional manner on the schedule posted. Points are lost if these expectations are not fulfilled.

Field Experience:

Field experience is a mandatory component of the method courses. It takes place in established public schools with strong mentors. During field experience days (at least 120 hours), candidates will have a variety of assignments that are directly related to this course and allow candidates to see connections among pedagogy, practice, and mathematics.

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 mathematics classroom in elementary schools,
- observe and put into practice the 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.

EVALUATION PROCEDURES AND GRADING POLICIES

The evaluation system outlined below is an attempt to provide candidates with a significant role in determining their final course grade all CIEE Courses. 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, and all assignments submitted must demonstrate the quality of work expected of teacher candidates; **Work is expected to be professionally written with correct grammar, tense, and spelling.** It is important to realize that as a student, and future teacher, it is your responsibility to provide the highest possible quality work in a timely manner. **Extra credit is not offered in this course.**

Writing policy statement for Content Methods Block:

Any written assignment that has five language usage, spelling, grammatical, or punctuation errors will not be evaluated. The candidate can resubmit the assignment for evaluation after all language usage, spelling, grammatical, or punctuation errors are corrected. The candidate could be required to sign-up and attend the SHSU Writing Center to receive writing assistance before being allowed to resubmit the assignment for evaluation. The professor will decide on the length of time allowed for completing the assignment.

Academic Assistance: If you need help with your writing assignments, please call or visit the Sam Writing Center -
-- Farrington Building, (Phone) 936-294-3681

Late Submissions

Late assignments will receive a 10-40 point deduction in points for each day late. Recognizing that "extenuating circumstances" may occur, documentation of reason for late work may be submitted to instructor for consideration of reinstating original possible points. All assignments must be completed in order to pass this course. See course grading rubric

Expectations:**Time Requirement**

For each hour in class, you will be expected to commit at least three hours outside of class. It is expected that if you enroll in this course, you can meet the time requirements.

Professionalism

Professionalism is expected, both in the classroom and in the public schools. If individual assignments possess a striking similarity to another student's work, penalty may be, minimally, the drop of one letter grade. During field experience, proper dress is expected. The teacher candidates should practice appropriate dress and behavior simultaneously as they practice the application of instructional strategies they are learning in the classroom. A Disposition Checklist will be complete by both the professor and mentors.

Program Requirements:

All required program uploads must be completed by no later than the week before grades are to be posted for the end of the semester. In order to receive your final grade for this course, you must complete all program requirements by the assigned due dates, and not later than a week before grades are to be posted for the end of the semester.

. The program requirements for this course are:

- Emerging Dispositions in Tk20
- Lesson Plans in Tk20

- Field Experience Documentation Log to Sam Web

Final Grades

To receive your final grade for this course, you must complete all program requirements by the assigned due dates. The program requirements for this course are:

- Emerging Dispositions in TK20
- Lesson Plans in TK20
- Field Experience Log in Sam Web
- Portfolio

Student Interaction Policy- Observe strictly the student Interaction Policy below, as this is for your protection.

- DO NOT Communicate with any public school student inside or outside school is prohibited 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.
 - Do NOT give students rides or socialize with them or their families.
 - Contact with students outside of school is prohibited.
- **Cell Phone Policy Sam Houston State University Academic Policy Statement 100728** [Cell Phone Policy Sam Houston State University Academic Policy Statement 100728](#)

Additional Information:**Student Syllabus Guidelines:**

Please visit the following website (<http://www.shsu.edu/syllabus/>) for additional [Sam Houston State University syllabus information](#) regarding:

- Academic Dishonesty
- Student Absences on Religious Holy Days Policy
- Students with Disabilities Policy
- Visitors in the Classroom

Bibliography:

Bransford, J.D., Brown, A.L. , & Cocking, R.R. (1999). *How People Learn: Brain, Mind, Experience and School*. Washington, DC: National Academy Press

Carroll, J.A. and Witherspoon, T.L. (2002). *Linking Technology and Curriculum*. Upper Saddle River, New Jersey: Prentice-Hall.

Jonassen, D. H. (1996). *Computers in the Classroom: Mindtools for Critical Thinking*. Englewood Cliffs, NJ: Merrill/ Prentice- Hall.

Newby, T.J., Stepich, D.A., Lehman, J.D., and Russell, J.D. (2006). *Educational Technology for Teaching and Learning*. Upper Saddle River, New Jersey: Prentice-Hall.