Sam Houston™
STATE UNIVERSITY

CIEE 3336 Social Studies in the Elementary School
Spring 2018
CIEE 3336 is a required course for the IDS Education Major/Elementary Certification

College of Education, Department of Curriculum & Instruction

Instructor: Stacy Boone, MEd
Office Location: Room 310 (Faculty Offices)
The Woodlands Center
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Student Availability Hours: By Appointment

Day and Time of Class for Section 3: Monday, 9:00-11:50 am
Location of Class: TWC 215
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.

REQUIRED TEXT :
Russell, R. (2017). American History in No Time. Brunswick: Life At. ISBN: 9780967921495

*Composition book, scissors, glue, coloring supplies (colored pencils, or pens, preferred)
*Access to Children's literature
*TEKS Charts for All Content Areas (Science, Math, Social Studies) – Purchase through Region 4 or online access to TEKS (optional);
*Access to TEKS
*Content-rich Websites
* 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/

SHSU IDEA COURSE OBJECTIVES:
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.

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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.

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.
- Put your cell phone away during class.

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 content. All field days must be completed and absences made up.

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.

Academic Community Engagement (ACE):

In this course, you will not only learn knowledge and skills about the teaching profession, but also actively use them to make a difference in your community to improve the quality of life of your students, your mentor teacher and/or your campus community. It is hoped that this experience will help you see yourself as a positive force in this world and deepen your understanding of your role as a citizen by the contribution you will give during this semester.

Your ACE project will include your Service Learning Project "Leaving a Legacy". This will be for a grade and will require a reflection over the experience. This assignment will be discussed during the semester. This will be completed during your 120 hour Field Experience

portion of the class.

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.

Course Content:
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 math, science and 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 math, science and social studies along with classroom management. 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 and provides an integrated and holistic experience 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 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 social studies instruction. There will be class requirements related to field experience and these are described in the CIEE 3334, 3335, 3436 and 3385 Assignment section. CIEE 3334, 3335, 3436 and 3385 are required courses for Elementary Certification.

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.

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](#)
- 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.

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.

	DDP	CF	CAEP	NCATE
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2	1.1 (InTASC #10) & 3.3	1. c., 1.g., & 4. C
2.	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	2	1.5 & 3.4	1.b, 4.a., & 6.d.
3.	Practices ethical behavior and intellectual honesty.	3	1.1(InTASC #9) , 3.3, & 3.6	1.g. & 4.a.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	3.1, 3.3	4.a.
5.	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	3 & 5	1.1 (InTASC #2)	4.a.& 4.d.
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	3.1	4.a. & 4.d.
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4	1.1 (InTASC #6)	1.d. & 4.a.
8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1.1 (InTASC #9) & 3.3	1. d, 1. g., & 4.a.
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5	1.1 (InTASC, & #2)	4.a.
10.	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	5	1.1 (InTASC #2 and #9), & 1.4, 2.3	1.c., 3.c., 4.a., & 4.d.

SHSU Dispositions and Diversity Proficiency (DDP) Standards

CF: Conceptual Framework
CAEP: Council for the Accreditation of Educator Preparation (see page 20-21 of CAEP
      Standards for cross-cutting themes and diversity characteristics)
NCATE: National Council for the Accreditation of Teacher Education
The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation student in initial and advanced programs.

The Conceptual Framework and Model

The COE Conceptual Framework establishes the shared vision of the college in preparing educators to work with P-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), and Effective Field Experience with Diverse Learners (CF5)

EXPECTATIONS: EVALUATION PROCEDURES AND GRADING POLICIES
Due Dates for assignments:

- **Due Dates for Assignments:** Due dates will be announced well in advance and will be honored. Late work will only be accepted in **EXTREME** circumstances. "Extreme case" determination will be at the discretion of the methods professors.   I will accept an assignment for a reduced grade up to 24 hours after the due date. After that time, ___*the project still must be completed to pass the course,*___ but the student will receive a zero. **Extra credit will not be given**
- **Rewrites and Redos***:* It is our policy **not** to offer rewrites or "redos" of assignments. It is our expectation that you will learn from our feedback and work to improve your next assignment. Please make sure you understand the directions and proofread your work.
- **A grade of D or lower will require that the course be retaken before you are eligible for student teaching.**

- *Failure to demonstrate professional behavior and dispositions during field experience or in the methods classroom may result in a grade of "F" for the course and repeating the methods block. This includes plagiarism or any other form of academic dishonesty.*

- *Failure to meet all programmatic requirements in addition to class and field assignments will result in an F. This includes submission of all TK20 assignments.*

- All out of class work is graded on content, professional language usage, grammar, punctuation, and spelling. All out-of-class assignments should be typed. Please note: 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.

- *Professor may alter the course assignments/schedule as necessary to enhance teacher candidate learning. Any changes will be announced in a timely fashion to candidates.*

Writing Policy

You are professionals and soon to be a college graduate. As such, we hold our students to a high standard when communicating with others, especially in writing. You will write frequently as an educator and in our classes. All written work must be typed and must meet the high quality standards expected of a classroom teacher. Your spelling, grammar, sentence structure, and style counts. Should you find writing to be problematic, the SHSU Writing Center offers help to those students who need assistance in meeting high standards. Please note that the tutors do not serve as proofreaders. Rather, they assist writers to organize their thoughts and to write more coherently. Bring your written work to the Writing Center, well in advance of due dates, and if necessary, solicit their assistance throughout the writing process. Be mindful that, as a future teacher of writing (which is now being taught in every subject area), your written work must be that of a professional. Present your assignments as you would if they were to be reviewed by a future administrator, member of the school board, or parents of prospective students.

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

Time Requirement

It is expected that you will spend approximately three hours of prep and/or work time per each hour of class you are registered for.

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

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 to 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:

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 have 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* <u>*deducted by 5 points for each additional class hour missed..*</u>

> **PLEASE NOTE: An 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!**

Participation: Participation means more than attending the class.

- Participation means contributing to the discussion and making meaningful comments, both in small group and whole group situations.
- Participation means asking questions and actively encouraging other class members to contribute. But, please be sure not to monopolize discussions.
- Participation means actually doing the activities we have planned for you with a good attitude. No matter how easy or trivial something may seem, we have constructed each of our courses carefully to provide you with a meaningful, applicable experience
- **Engagement**: It is expected that you will demonstrate active engagement during in class and out-of-class activities. Active engagement means that you are actively involved in the lecture, Power Point, or class activity. In your field classroom, engagement means that you are working with kids, assisting your mentor teacher, and teaching lessons with a positive, professional attitude.

Respect: You have the right to learn in a respectful environment. Be considerate of others. Listen while others are talking. Behave in an ethical and professional manner. Please turn your cell phones on silent when you enter the classroom, and have them put away unless asked to get them out by the instructor.

Attitude: Be curious, flexible, patient, take risks, and **care** about what you are doing! Attitude is equally important in class and in the field. You are expected to interact with a wide variety of people – from professors to administrators to children – and your attitude should always reflect that of one who wants to learn and who has a heart for teaching and children.

Professional Dispositions: This course follows the SHSU procedures for continuous positive growth toward strong teaching skills and dispositions as reflected in the Assessment of Candidate's Professional Dispositions. It is the policy of the Department that positive teaching dispositions are a basic requirement. In the event of problematic demonstration of teaching dispositions, incidents **will be documented** and the candidate will be referred to the Professional Concerns Committee.

Student Interaction Policy: When we are in the field, it is expected that you will maintain the highest degree of integrity and professionalism possible. With this in mind, we expect you to adhere to the following rules:

- Do NOT communicate with any public school student inside or outside school unless it concerns academics or classroom learning.
- Do NOT text, e-mail or access student Instagram, Facebook or any social media 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.

College of Education Attendance Policy
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 the web based absence form for content methods 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.
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 or more minutes 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.

Social Studies Specific Assignments:

Assignment	Points	Due Date
Integrated Social Studies Lesson Plan- (from Lesson Plan Demonstration in class)-TK20 Submission	100 points	3/5
Engaged Social Studies Teaching Opportunity (Mini-Lesson Plan Demonstration) (in class)	100 points	Varied
Field-Based Lesson Plan	100 points	4/30
Flipped Classroom Quizzes (7 total)	50 points each (350 points total)	Varied
Flipped Classroom Weekly Artifacts	50 points each (350 points total)	Varied
Children's Literature Book Talk/Picture Book Talk (in class)	100 points	1/29
Legacy Project/Service Learning Project and Presentation	100 points	4/30
In-class participation activities (including Interactive Notebook)	200 points	Varied

Programmatic/Other Assignments (3X = counts for Science, Math, and Social Studies)

Professionalism (Mentor and Field Supervisor)	500 Points	

Total Points: 2000 points
A=90%-100%
B=80%-89%
C=70%-79%
D=60-69%
F=below 60%
D or below is considered failing and student will either withdraw from program or repeat methods, depending on the committee decision.

Over 3 hours of absence will result in the lowering of your final grade by 5 points per additional hour missed.
The professor reserves the right to alter course requirements to better meet the learning needs of the teacher candidates.

Note: ALL assignments MUST be completed to pass Methods Block. Please see the late policy regarding reduced credit, etc. If you do not meet the 24 hour late policy, you are STILL required to complete the assignment. You will not receive any points for the completion. However, failure to do so may result in failure of the course.

*Any unprofessional behavior, either in class or in the field will be reported to the Professional Concerns Committee. This may result in dropping the Methods Block for the semester or in expulsion from the program.

*An unsuccessful field placement may result in one or all of the following:
- **An additional field placement with growth plan**
- **An automatic "F" in the course**
- **Repeat Methods Courses**
- **Expulsion from program**

CIEE 3336 Social Studies

COURSE CONTENT:
The following course content and assignments will be demonstrated during class time through exemplars and activities as follow up to reading and homework assignment related to each topic. Teacher Candidates will be presented with and provided opportunities to apply their understanding of social studies curriculum and materials that will include but are not limited to NCSS standards, EC-6 Social Studies TEKS, sample elementary social
studies textbooks, social studies websites, and trade books*. Candidates will demonstrate an understanding of how to dissect social studies TEKS so that social studies knowledge, skills, and values are identified and used to develop effective lesson objectives. Candidates will be presented with
specific strategies 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. (See the course schedule
for more details).

Web addresses:
Web address for state standards:
http://www.sbec.state.tx.us/SBECOnline/standtest/standards/PPR_EC6_FINAL_STANDARDS.pdf
Web address for NCATE: http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4#concept
Web address for Texas Social Studies Educator Standards:
http://www.sbec.state.tx.us/SBECOnline/standtest/standards/EC_6SocialStudies_Committe%20Revisionsfinal%20(2).pdf
Web address for Social Studies TEKS: http://ritter.tea.state.tx.us/rules/tac/chapter113/index.html
Web address for NCSS standards: http://www.ncss.org
Web link to Conceptual Framework: http://www.shsu.edu/~ncate/concept.html

References
Web sites for information on teacher preparation and social studies standards:
http://www.tea.state.tx.us   -- Texas Essential Knowledge and Skills (TEKS) and Student Assessment (TAKS)
http://www.socialstudies.org   – National Council for Social Studies (NCSS)
http://www.texes.nesinc.com / --- Preparation manual for the teacher examination
http://www.learningthroughlistening.org/Classroom_Teaching_Tools/Lesson_Plans/31/
http://school.discovery.com/lessonplans/k-5.html
http://www.calvertnet.k12.md.us/departments/instruction/socialstudies/virtfieldtrip.asp-
http://www.acei.org   – Association of Childhood Education International: Sets the standards for elementary educator preparation programs and what all elementary teachers should know.

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] • State PPR Standards • ACEI • Specialty

			Organization Standards (NCTM) • SHSU Teacher Preparation Conceptual Framework (CF) • *NCATE Unit Standards*
-Applying the structure of social studies purpose, knowledge, skills and values to effective teaching -Planning appropriate social studies curriculum and instruction that demonstrates a transfer of theories, concepts and instructional methods from literacy and child growth development courses -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 -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 -Developing professional thinking and professional behavior -Developing problem solving and teacher decision making -Applying thinking skills, and data gathering and interpreting skills related to social studies instruction	***Integrated Social Studies Lesson Plan, Teaching Performance, and TC Reflection on Teaching and Learning** • Reading Assignments on integrated Learning • Jigsaw Method used to develop a deeper understanding of integrated strategies • Placemat Method used to develop a deeper understanding of the cooperative strategies • 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 • (See Description of Assignments)	Lesson Plan Rubric in Field Ex. Handbook PDAS Performance Rubric in Field Ex. Handbook TC reflection Rubric Daily Reflections from the field in Field Experience Handbook Dispositions in TK20 Mentor Teacher and University Supervisor Professional Attributes Rating in Field Ex. Handbook During class, teacher candidates will demonstrate works-in-progress for feedback from the professor through various in class activities.	**NCSS –1-10** *See NCSS attachment* **TEKS EC-6** **NCATE 1,2,4** **PPR Standards I** **PPR Standard 2** **CF 1** **CF 5** **ACEI** **1.0, 2.4, 3.1, 3.2, 3.4,**
Applying constructivist approaches to concept acquisition in inductive, deductive, and combination methods. Applying skills for working with others. Applying thinking skills, and data gathering and interpreting skills related to social studies curriculum, instruction, and assessment. -Planning appropriate social studies integrated curriculum and instruction	Best SS Curriculum Activities and Assessments Aligned with NCSS standards, TEKS, and Domains • Explanation, practice and examples of Best SS Curriculum Activities and Assessment sand reflection • Model Web searches • (See Description of Assignments)	TC Reflection Rubric During class teacher candidates will demonstrate works-in-progress for feedback from the professor through various in class activities.	**NCSS 1-10** **EC-6 Social Studies TEKS** **NCATE 1,3,4** **PPR Standard I,** **PPR Standard III** **PPR Standard IV** **CF 1, CF 2, CF 5** **ACEI 1.0, 2.4, 3.1, 3.2, 3.3, 3.4**
Applying thinking skills, and data gathering and interpreting skills related to social studies curriculum, instruction, and assessment.	**Lesson Plan** • Demonstrating lesson plan in field classroom • Writing lesson plan components	Professor and Mentor Teacher Appraisal During field experience, students will present their	**NCSS 1-10** **EC-6 Social Studies TEKS**

-Developing professional thinking and professional behavior -Developing problem solving and teacher decision making -Planning appropriate social studies curriculum, instruction and assessment		lesson plan and be evaluated by Professor and Mentor teacher.	**NCATE 1,3,4** **PPR Standard I** **PPR Standard II** **PPR Standard III** **PPR Standard IV** **CF 1, CF 2, CF 3, CF 4, CF 5** **ACEI 1.0, 2.4, 4.0, 5.2**
-Design a social studies project/materials that will be academically useful for their mentor teacher or school -Applying thinking skills, and data gathering and interpreting skills related to social studies curriculum, instruction, and assessment. -Developing problem solving and teacher decision making	Legacy Project	While in the field teacher candidates will demonstrate works-in-progress for feedback from the professor .	**NCSS 1-10** **EC- 6 Social Studies TEKS** **NCARE 1.3.4** **PPR Standards 1, 2, 3, 4** **CF 1, CF 2, CF 3, CF4, CF5** **ACEI 1.0, 3.2, 3.4, 5.1**
Applying constructivist approaches to concept acquisition in inductive, deductive, and combination methods. Applying skills for working with others as a member of a team. Applying thinking skills, and data gathering and interpreting skills related to social studies curriculum, instruction, and assessment. -Planning appropriate social studies integrated curriculum and instruction	Lesson Demonstration • Demonstration of numerous examples • Small group performances of lesson component	Lesson Plan Rubric in Field Ex. Handbook Presentation Rubric 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	**NCSS 1-10** **EC-6 Social Studies TEKS** **NCATE 1,3,4** **PPR Standard I** **PPR Standard III** **CF 1, CF 2, CF 3, CF 4** **ACEI 1.0, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5**
-Fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.	***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.**	TC reflection Rubric (see attachment) Following in Field Ex. Handbook Daily Reflections from the field Dispositions Mentor Teacher and University Supervisor Appraisal of Professionalism	**NCSS Standards** **EC-6 Social Studies TEKS** **NCATE 1.3, 4** **PPR Standard II** **PPR Standard III** **PPR Standard IV** **CF 1, CF 2, CF 3, CF4, CF 5** **ACEI 1.0, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1, 5.2** **ACE**

Technology Integration:

All methods courses will implement technology integrations:

-to apply technology to support instruction in various content areas in elementary. The courses will explore, evaluate, and utilize computer/technology resources to design and deliver instruction as well as to assess student learning.

-*Introduction/Application of Technology in Classroom
*Use of technology in instruction and learning
*Theory of learning and the role of technology
*Use of computer and technology in teaching and learning
*Review and critique of educational websites
*Identify methods and media for learning
*Select appropriate methods, media, and materials for more meaningful learning
*Use of various forms of technology in instruction
*Using the Internet and distance education
*Analysis of student work and materials used during instruction
*Current and future issues in instructional technology
-*Learn to apply technology in the instructional process
*Learn the fundamental principles, generalizations, or theories involved in applying technology in the instructional process
*Gain factual knowledge (terminology, classifications, methods, trends) used in applying technology in the instructional process
*Develop specific skills, competencies, and points of view needed by professionals while applying technology in the instructional process

-Address a variety of PPR Standards, including the four Standards specifically addressed as follows:
-The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

-The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

-The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

-The teacher monitors student performance and achievement; provides students with timely, high quality feedback; and responds flexibly to promote learning for all students.

Technology Integrations:

Standards Matrix:

Objectives	Activities	Performance Assessment	Conceptual Framework SHSU COE	Standards				
				SBEC	ISTE	NCATE	NMSA	ACEI
				Technology Applications Standards				
Demonstrate the knowledge and proper application of technology-related terms and concepts	Complete classroom activities appropriately incorporating terms and concepts	Website Resources; Technology Show & Tell; Organizational Spreadsheet	CF1, CF2, CF5	1.1k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s,1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.11s, 1.12s, 1.13s, 1.16s, 1.17s, 1.18s	3	1	3.5k, 3.9p, 4.4k, 4.5p, 5.7k, 7.10k	2a
Meaningful application of data input strategies	Review & critique of various software and websites; Analysis of Student Learning	Website Resources; Technology Show & Tell; Organization Spreadsheet	CF2, CF5	1.1k, 1.2k, 1.1s, 1.2s, 1.3s, 1.4s, 1.6s, 1.13s, 1.16s	5	1, 2, 3	3.5k, 3.8k, 5.9p, 7.9k	2a, 3e
Develop a working knowledge of the ethical practices in making informed decisions regarding current	Discuss and present conclusions	Technology Show & Tell; Website Resources	CF1, CF2	1.3k, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s	4	1	2.2p, 3.5k, 3.9p, 5.6k, 5.6p, 7.9k, 7.10k	2a, 3e

technologies and their applications								
Demonstrate process in identifying task requirements necessary to efficiently acquire, analyze, and evaluate a variety of electronic information	Hands-On Computer Lab activity; Discuss and present conclusions	Integrated Technology Lesson plan; Technology Show & Tell; Website Resources	CF1, CF2, CF5	2.2k, 2.3k, 2.3s, 2.8s	3	1, 3	2.2p, 3.5k, 3.9p, 5.6k, 7.9k, 7.10k	2a, 3e
Apply search strategies in the efficient acquisition, analysis, and evaluation of electronic information	Hands-On Computer Lab activity ; Discuss and present conclusions	Analysis of Student Learning; Technology Show & Tell; Website Investigator	CF2, CF5	2.1k, 2.1s, 2.2s	4, 5	1, 2, 3	2.2p, 3.5k, 3.9p, 5.6k, 7.9k, 7.10k	2a, 2i, 3e
Demonstrate appropriate use of current technology in acquiring, analyzing, and evaluating electronic information	Hands-On Computer Lab activity; Discuss and present conclusions	Technology Show & Tell; Website Resources; Integrated Technology Lesson	CF2, CF5	2.3s, 2.4s, 2.5s, 2.6s, 2.7s	4, 5	1, 2, 3	2.2p, 3.5k, 3.9p, 5.6k, 7.9k, 7.10k	2a, 2i, 3e
Utilize task-appropriate tools to synthesize knowledge that supports the work of individuals and groups in problem-solving situations.	Student Projects for Classroom; Blackboard assignments and usage; Discuss and present conclusions;	Technology Show & Tell; Integrated Technology Lesson	CF1, CF2	3.1s, 3.2s, 3.3s, 3.4s, 3.5s, 3.6s, 3.7s, 3.8s, 3.9s, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 3.15s, 3.16s, 3.17s	2	1	2.2p, 3.5k, 3.9p, 4.4k, 4.5p, 7.10k	2a, 2i
Create and Modify solutions that support the work of individuals and groups in problem-solving situations.	Hands-On Computer Lab Activities; Student Projects for Classroom; Blackboard Assignments and usage; Discuss and present conclusions; Use of Web 2.0 tools	Website Resources; Technology Show & Tell; Organizational Spreadsheet; Integrated Technology Lesson	CF1, CF2, CF5	3.1k, 3.2k, 3.1s, 3.2s, 3.3s, 3.4s, 3.5s, 3.6s, 3.7s, 3.9s, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 3.15s, 3.16s, 3.17s	2	1, 3, 4	1.2k, 1.3k, 1.2p, 1.4p, 1.5p, 2.1p, 2.4p, 3.5k, 3.9p, 4.4k, 4.5p, 7.10k	2a, 2i
Evaluate the results of using task-appropriate tools to support work in problem-solving situations.	Student assignments using various software; Hands-on Computer Lab Activities; Use of Web 2.0 tools	Technology Show and Tell; Integrated Technology Lesson	CF1, CF2, CF4, CF5	3.3k, 3.14s, 3.15s, 3.16s, 3.17s	2	1, 2, 3, 4	1.2k, 1.3k, 1.4p, 1.5p, 2.1p, 3.10k, 7.10k	2a, 2i
Demonstrate communication of information in different formats and for diverse	Technology Tutoring; Hands-on Computer Lab Activities; Skype discussions	Website Resources; Technology Show and Tell	CF1, CF3, CF5	4.1k, 42k, 4.3k, 4.1s, 4.2s, 4.3s, 4.4s, 4.5s, 4.6s, 4.7s, 4.8s, 4.9s,	5	1, 4	1.2k, 1.3k, 1.2p, 1.4p, 1.5p, 6.4k,	2a, 2i, 3b, 3c, 3d, 3e,

audiences				4.10s. 4.11s, 4.12s			6.1p, 7.10k	4, 5a, 5b, 5c, 5d
Plan and Organize instruction for students that incorporates the effective use of current technology for teaching and integrating the TEKS into the curriculum	Plan for delivery of instruction; Designing Technology Presentation	Website Resources; Technology Show & Tell; Integrated Technology Lesson	CF1, CF2, CF5	5.1k, 5.2k, 5.3k, 5.8k, 5.1s, 5.2s, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s, 5.8s, 5.9s, 5.10s, 5.11s, 5.12s, 5.13s, 5.17s, 5.18s	2,	1, 3, 4	1.2k, 1.3k, 1.2p, 1.4p, 1.5p, 2.1p, 2.4p, 3.5k, 3.9p, 4.4k, 4.5p, 5.6k, 5.7k, 5.1p, 7.10k	1, 2a, 3a, 3b, 3c, 3d, 4, 5a, 5b, 5c, 5d
Deliver and Evaluate instruction for students that incorporates the effective use of current technology for teaching and integrating the TEKS into the curriculum	Review of software and websites; Student Demonstrations	Technology Show & Tell; Website ResourcesIntegrated Technology Lesson	CF1, CF2, CF5	5.7k, 5.3s, 5.4s, 5.10s, 5.11s, 5.12s, 5.13s, 5.14s, 5.15s, 5.16s, 5.18s	2, 3	1, 3, 4	1.2k, 1.3k, 1.2p, 1.4p, 1.5p, 1.6p, 2.1p, 2.4p, 3.5k, 3.10k, 3.9p, 4.4k, 4.5p, 5.6k, 5.7k, 5.1p, 7.10k	1, 2a, 2i, 3a, 3b, 3c, 3d, 3e, 4, 5a, 5b, 5c, 5d
				PPR Standards				
Design instruction for all students that reflects relevant content and appropriate assessment	Designing Technology Presentation; Student Projects for Classroom	Website Resources; Technology Show & Tell; Integrated Technology Lesson	CF1, CF4, CF5	1.19k, 1.20k. 1.21k, 1.22k.1.23k, 1.24,	2	1, 2, 3, 4	1.2k, 1.3k, 1.2p, 1.4p, 1.5p, 1.6p, 2.1p, 2.4p, 3.5k, 3.9p, 5.6k, 5.7k, 5.1p, 5.6p, 6.2k, 7.10k	1, 2a, 3a, 3b, 3c, 3d, 3e, 4, 5a, 5b, 5c, 5d
Create classroom environment of respect and rapport , fostering positive climate	Student Demonstrations; Technology Tutoring	Technology Show & Tell; Website Resources; Integrated Technology Lesson	CF1, CF5	2.10k	2	1, 3, 4	5.6p, 6.4k, 6.1p, 7.1p	1
Create instruction that makes use of effective communication techniques,	Designing Technology Presentation; Student Projects for Classroom;	Technology Show & Tell; Website Resources; Integrated	CF3, CF4, CF5	3.7k	2,3	1, 3, 4	1.2p, 1.4p, 1.5p, 1.6p, 2.1p,	1, 2a, 2i, 3a, 3b,

engaging instructional strategies, and efficient feedback	discussions	Technology Lesson					2.4p, 3.5k, 3.9p, 4.4k, 4.5p, 5.6k, 5.7k, 5.1p, 7.10k	3c, 3d, 3e, 4, 5a, 5b, 5c, 5d