**PENN STATE UNIVERSITY HARRISBURG**

**Teaching Social Studies**

**Educ: SS ED430W**

*Social studies is much more than learning the names of all the state capitals, or the gross national product of Germany, or the different occupations that urban dwellers have. At the risk of repeating myself: social studies is a process---a process of discovery, investigation, exploration, and inquiry. It goes above and beyond the simple committing random facts to memory. Instead, it offers students and educators innumerable opportunities to examine the world from a variety of angles and a variety of perspectives. It is not the reading of dull, dry and pedantic textbooks (traditional), but rather academic participation and engagement of the highest order (current). Let’s see how we can make that happen…Fredericks, 2007*

**Course materials:**

**Required Texts**:

*Obenchain, K. M. & Morris, R. U. (2011). 50 social studies strategies for K-8 classrooms (3rd*

*Ed.)*

*Parker, W. C. (2012). Social studies in elementary education (14th Ed.)*

*Other recommended reading*

A variety of children’s picture books

A variety of young adult literature

A selection of articles from professional journals and books, eg. The Social Studies, Educational

Leadership, Social Education, Social Studies and Young Learner

**Course Description**

This course is designed to provide students with exposure to the methods of developing objectives, carrying out strategies, and evaluating social studies teaching, learning and interactions that are effective in motivating PK-4/K4-8 school aged youth to acquire the information, skills, and modes of reasoning unique to the social sciences. Students are expected

to plan, author, and present instructional plans demonstrating use of various methods, techniques, and materials and expand their understanding of the field of social studies. The class will also discuss several topics which include, but not limited to, what and why of social studies

education, exceptional children and social studies education, citizenship education and democratic values, diversity issues, current events and public issues, etc.

**Course Goal:** This course is a comprehensive overview of social studies methods in PK-4/K4-8 schools. The course specifically deals with the nature and goals of social studies, ideas, strategies, and techniques for teaching social studies. It is an interdisciplinary attempt (drawing on knowledge and concepts from all social science disciplines) to provide teacher candidates with clear understanding of issues and controversies confronting social studies teachers. The primary focus is to prepare reflective, student-centered, constructivist and authentic social studies teachers who will plan diverse and challenging lessons, utilize current multiple perspective teaching methods, and use a variety of teaching materials to enhance the learning environment of diverse children.

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**Prerequisites:** Seventh-semester standing in Elementary education major

**Objectives:**

Penn state-Harrisburg functions as a community of learners where teaching, research, and service are central to its total learning environment. The university embraces the core values of tradition, accountability, learning, nurturing, service, and responsibility. The objectives of this course are grounded in Pennsylvania Department of Education Standards, aligned with the Interstate New Teacher Assessment and Support Consortium Standards, the National Council for the Social Studies, and NCATE Standards

Through readings, activities, observations, assignments, and class participations and presentations, diverse students will be able to:

a) develop, implement, assess and modify curriculum and lessons as evidenced in their ability to apply the standards and the thematic strands of social studies as identified by the National Council for the social studies

b) demonstrate the implementation of the social studies principles for social studies instruction

c) demonstrate the ability to incorporate diversity into instructional planning, the local, State, and national learning standards, grades 4 through 8, for social studies

d) demonstrate proficiency in economic, geography and world, research and history, and government and citizenship

e) identify and demonstrate effective culturally relevant instructional strategies for diverse learners in Inclusive PK-4/K4-8 settings

f) engage in exploring real world issues and consider solutions to authentic problems using digital tools, daily papers and other resources in face-to-face and virtual environment.

**Course Content**

Teacher candidates must be adequately exposed to the subject matter that is related to all of the following topics. This will permit them to make effective use of such materials in their social studies classrooms. Emphasis is placed on but not limited to the topics listed below.

 **Principles** and Historical highlights of **teaching & learning** of social studies education

(INTASC Standard #1, #4, #6; NCSS theme # 2; PDE K4-8 Standard #1F, #1G)

 National Council of Social Studies (NCSS), PDE K4-8, ACEI Standards

 Core disciplines and sources of social studies content ( **Geography, History, Civic & Government, Economics)** (INTASC Standard #1, #4, #6, #7, NCSS #1-#10; PDE K4-8

Standards #1A, #1B, #1F, #1G)

 Teaching social studies in a culturally diverse including **exceptional learners** and global society (INTASC Standards #3, NCSS theme # 1- #10; PDE K4-8 Standards #1F, #1G,

#2E, #2F, #3B, #3C, #3D, ACEI #5C.

 Preparing plans for instruction in social studies classrooms (INTASC Standards # 1, #2,

#6, #7; NCSS theme # 1-#10; PDE K4-**8** Standards #1F, #1G, #2C, #2E, #2F, ACEI #5C

 Planning and guiding group learning activities (INTASC Standards # 1, #2, #4; PDE Standards #2A, #2B, #2C, #2D, #2E, #2F)

 Selecting and implementing strategies of instruction (INTASC Standards # 1, #2, #6, #7; PDE K4-8 Standards #2A, #2B, #2C, #2D, #2E, #2F)

 Evaluating students’ learning (INTASC Standards # 1, #4, #6, NCSS theme #1-#10; PDE Standards #1B, #2E, ACEI #5C)

 Teaching social studies in today’s classrooms (INTASC Standards # 1, #4, #6; NCSS

theme # 1-#10; PDE K4-8 Standards#1B, #1F, #2C, #2D, #2E, #2F).

 The teacher in a critical leadership and follower ship role (INTASC Standard # 9; PDE Standards #3B, #3C, #3D, ACEI #5C)

 Learning and serving (INTASC Standards #6, #7, #10, NCSS #10; PDE PK-4/K4-8

Standards #3B, #3C, #3D).

**Instructional Strategies**

There will be a balanced mix of the following:

1. Mini-lectures designed to present important concepts.

2. Large and small group inquiry based activities focused on developing concepts.

3. There will also be reading, writing, discussions, and student presentations that allow students to demonstrate their understanding of each assignment.

4. Field trips, the use of Internet will be major ingredients of instruction to reinforce classroom discourse.

5. Use of documentary films and video clips.

6. Use of guest speakers.

7. Service Learning **Student Activities** Candidates will:

1. Engage in small group discussion to identify commonalities, conflicts, differences, and challenges that surface when groups of students come together in classrooms from diverse backgrounds including exceptional learners.

2. Plan and teach a micro-lesson based on NCSS and PDE PK-4/K4-8 Standards that demonstrate at least one teaching strategy, variety of teaching materials appropriate for a diverse classroom, and a special skill.

3. Critique an article from professional journals addressing different current issues in the social studies education

4. Engage in classroom activities and assignments pertinent to the course

5. Engage in on-line discussion of assignment in a “discussion Forum.”

**Method of student evaluation**

Method of Grading: 1000 total points possible (There is no curve,

each student earns each point) Number of points possible

Class attendance/participation 10 points Micro-teaching 200 points Map Assignment 40 points “Pumpkin geography” Activity 50 points Integrated Lesson Plan 100 points Global issues reflections/summary 20 points Social studies in Action: teaching practices video reflections 30 points Reflection from professional journal 100 points Service learning project (On-line) 150 points Final Exam: 300 points **TOTAL 1000 points**

**General Grading Scale for the course**

**Exemplary** shows outstanding mastery of the course through work that demonstrates efforts above and beyond requirements. It demonstrates exemplary scholarship and conceptualization of the principles underlying instruction

**Acceptable** denotes good mastery of the subject through work that addresses all of the requirements of the course. It is a reflection of an understanding of and ability to apply principles underlying instruction

**Unacceptable** denotes minimal knowledge of the subject. It shows marginal performance, and it does not demonstrate satisfactory improvement

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **A** | 100-95%, | **A-** | 94-90%, |  | |
| **B+** | 89-85%, | **B** | 84-80%, | **B-** | 79-76 |
| **C+** | 75-73% | **C** | 72-70%, |  |  |
| **D** | 69-60%, |  |  |  |  |
| **F** | 59-0% |  |  |  |  |

Grading Scale

**A-** shows outstanding mastery of the course through work that demonstrates efforts above and beyond requirements. It demonstrates exemplary scholarship and conceptualization of the principles underlying instruction.

**B-** denotes good mastery of the subject through work that addresses all of the requirements of the course. It is a reflection of an understanding of and ability to apply principles underlying instruction.

**C**-demonstrates acceptable mastery of the subject through work that addresses the basic requirements. It is a reflection of successful completion of all assigned work.

**D-** denotes minimal knowledge of the subject. It shows marginal performance, and it does not demonstrate satisfactory improvement.

**F-** denotes failure to understand the subject.

**Dates to Note**

a) Micro Teaching: Begins: Sept. 26 (4 WEEKS)

b) Map assignment: Due date: Oct. 03 c) Journal Article: Due date: Oct. 31 d) Service learning reflection project Due date: Nov. 07 e) Integrated Lesson Plan Due date: Nov. 21 f) Final Exam. : Date: Dec. 17-21

**Final Examination**

A mandatory final examination covering the content of the assigned readings and class sessions will be provided. The examination will be composed of multiple choice, short answer questions and essay items.

**\*NOTE**: Examination questions for K4-8 will be different from PK-4.

**Make-ups, Re-dos, and Extra Credit**

My policy regarding instruction is that I will try my very best to explain exactly what you need to know in order to do well in the course. Don’t ask for make-ups, re-dos, or extra credit assignments. They are not a part of my approach to teaching. Use your class time wisely and work ahead of assignment. Make your only submission your best!

**STUDENT ASSESSMENT**

**Course Requirements:**

(1) As global citizens in a digital world, you’re expected to explore real world issues and consider solutions to authentic problems. In attempting to address this issue, you’re expected to read daily newspapers, watch TV and listen to the radio and more importantly, explore on line news sources about global issues before coming to class. There will be about 10-15 minutes of class discussion each time the class meets. You will be asked to summarize and reflect (one page) on the global news discussion in writing.

**Rubric for Summary and Reflection on Discussions on Global Issues**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skills** | **Exemplary**  **100-90** | **Acceptable**  **80-70** | **Unacceptable**  **60-0** | **Score** |
| **Organization** | Paper is logical, well  sequenced has a very clear intro, body and  conclusion. | Paper is organized, has a  very clear intro, body and conclusion.. | Paper is not well  organized, has an unclear intro, body and conclusion. |  |
| **Summary** | The discussion is clearly  and succinctly summarized. Only the key points of the article are touched upon. | The discussion is clearly  summarized. Some key points of the article are touched upon. | The discussion summary is  unclear. Few key points of the article are touched upon. |  |
| **Connection to**  **class discussions & course objectives** | Synthesize, analyze and  evaluate thoughtfully selected aspects of ideas or issues from the class discussion | Synthesize clearly some  directly appropriate ideas or issues from the class discussion | Relate some general ideas  or issues from the class discussion. |  |
| **Mechanics** | There are no misspellings,  grammatical errors or typos. | There are few typos,  grammatical errors, or misspellings | There are many  misspellings, grammatical errors and/or typos. |  |

**2) Attendance, Punctuality and Participation.**

**Attendance and punctuality**: Attendance will be taken. Absences due to illness or accidents

requiring medical attention will be excused if covered by a doctor’s excuse. For other excuses,

written requests for credit will be considered on a case-by-case basis.

**Class Participation:** Candidates are expected to come to class prepared with all assigned readings and work completed and ready to participate in class activities and discussions. Because this course is part of a professional teacher preparation program, candidates are expected to adhere to the highest standard of civility, ethics, and professional behavior. Class members will treat one another and the instructor respectfully and with courtesy. Racism, sexism and other forms of intolerance are inappropriate in a just, democratic society and especially in a discipline devoted to the preservation and expansion of human rights and opportunities to all people.

**Rubric for Class Attendance**

**Exemplary (9-10 Points)**

Candidate attends all but one or two class sessions; on time; is always well prepared for class;

demonstrates evidence that student has completed all reading assignments and made notes prior to class; exhibits positive, supportive attitude toward course and class members; consistently contributes to class discussion, and consistently contributes to in-class activities.

**Acceptable (7-8 points)**

Candidate generally is well prepared for class; demonstrates that he or she has completed some reading and made summary notes prior to class; exhibits ambivalent attitude toward course and class members; contributes minimally to class discussions or in-class activities; has three absences or is excessively tardy.

**Unacceptable (0-6 points)**

Candidate does not attend class on consistent basis; is never or is rarely prepared for class; demonstrates that candidates has not completed reading and not made notes prior to class; exhibits negative attitudes towards course and class members; does not contribute towards class discussions or in-class activities: four absences or is excessively tardy.

**(2) ASSIGNMENTS**

**Reading Assignments** should be completed prior to the class when the reading material will be covered. Questions in class should reflect student’s evidence of reading the material.

**(a) Micro-Teaching (25-30 mins.)**

Choose a specific teaching technique you consider appropriate in teaching PK-4/K4-8 social studies (demonstrated to be effective with exceptional learners)based on PDE/INTASC/NCSS/ACEI Standards, **PDE #1A-H**). Making effective use of technology

(PowerPoint, digital tools and resources, etc), describe and analyze the major aspects of the technique including:

1) a. characteristics, b) role of the learners, c) teacher’s role, d) strengths and weaknesses.

2) Demonstrate how you will use it in teaching a Social Studies topic of your choice

3. Develop one lesson plan and do peer teaching for 25-30 minutes and discuss ways to modify lesson after class peer review. The lesson plan should also include the following: a) appropriate PK-4/K4-8 grade level designation and NCSS standard; b) introduction that provides the rationale as to why the strategy is beneficial to social studies students, supported by research where appropriate; c) specific outlines on how to facilitate and direct the techniques and strategies; d) Classroom examples that illustrate how the techniques and strategies should be implemented; e) Selecting and developing diverse/multiple perspectives teaching materials that expose ***Diverse*** students to diversity/multiculturalism in society; f) effective evidence based differentiated instructional strategies to maximize instructional access to diverse students including students with disabilities.

f) References and resources that provide scholarly support, additional readings, websites, or professional organizations related to the topic. (PDE K4-8 Standards #1B #2B, #2E, INTASC Standard # 1, #2, #6, #7, NCSS # 1-10, )

4)\* There would be peer review in this exercise.

**MICRO- TEACHING RUBRIC**

**Name of student observed:…………………………………….Date:……………….**

**Subject:…………………………..Topic:…………………………………………..**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | Exemplary  10-9 | Acceptable  8-7 | Unacceptable  6-0 | Score | |
| 1 The classroom atmosphere | | Showed evidence of classroom  organization | Showed some evidence of classroom organization | Showed no evidence of classroom organization |  | |
| 2 | | Communicated  effectively with diverse students | Somewhat Communicated  effectively with diverse students | Did not communicate  effectively with diverse students |  | |
| 3 | | Demonstrated enthusiasm and self  confidence in the classroom | Somewhat demonstrated enthusiasm and self  confidence in the classroom | Did not demonstrate enthusiasm and self  confidence in the classroom |  | |
| 4 | | Activity reflects strong link to diversity and  multiple perspectives in society | Activity reflects moderate link to diversity and multiple  perspectives in society | Activity has weak link to diversity and multiple  perspectives in society |  | |
| 5 Instruction | | Presented lesson that involved a variety of  methods, materials and human resources | Somewhat presented lesson that involved a variety of  methods, materials and human resources | Presented lesson that did not involve a variety of methods,  materials and human resources |  | |
| 6 | | Used technology effectively to enhance  instruction | Somewhat used technology to enhance instruction | Did not use technology to enhance instruction |  | |
| 7 Closure | | Closure consolidates understanding of  major objectives | Closure is evident and relates somewhat to the lesson | Closure is not evident, does not solidify understanding or  does not relate to the lesson |  | |
| 8 References/ Resources needed | | All references and resources listed | Most references and resources listed | Few references and resources listed |  | |
| 9 Professional Knowledge | | Content is thoroughly researched and completely accurate Authentic interdisciplinary connections are seamlessly integrated | Lesson exhibits some accurate and current knowledge Interdisciplinary connections, if any, are authentic | Inaccuracies in content knowledge  Interdisciplinary connections are tacked on, forced, or absent |  | |
| 10 | | Relevant national  (NCSS) and PDE# Standards  performance  expectations clearly identified | Relevant national (NCSS) and  PDE# Standards performance expectations somewhat  identified | National (NCSS) and PDE# Standards are irrelevant or  missing |  | |
|  | **Total** | | | | |  |
| **Possible maximum:**  **100** | | | | |

**The best part of the lesson was (motivate your choice): The presentation could have been improved by:**

**MAP/GLOBE WORK**

**1. Identify the following geographic features on a map (**NCSS #3, #9; INTASC #1,2, 3; **PDE#4a-c**). **The purpose is to enhance candidates’ knowledge, skills and ability to identify geographic features on a map**

**HIGHEST AND LOWEST ELEVATION**

|  |  |  |
| --- | --- | --- |
| **Continent** | **Highest elevation** | **Lowest elevation** |
| **Africa** | Mt. Kilimanjaro | Lake Assal |
| **Europe** | Mt. Blanc | Caspian Sea |
| **Asia** | Mt Everest | Dead Sea |
| **S. America** | Mt. Aconcagua | Valdes Peninsula |

**2. Rivers 3. Islands 4. Lakes**

1. Nile 1.Madagascar 1. Caspian Sea

2. Amazon 2. Java 2. Victoria

3. Yangtze 3. Sri Lanka 3. Aral

4. Mississippi 4. 4. Superior

5. Congo 5. Taiwan 5. Ladoga

6. Volga 6. Timor 6. Baikal

7. Yukon 7. Sumatra

**5. Island Groups 6. Countries 7. Cities**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | Azores | 1. Thailand | 1. Buenos Aires |
| 2. | Cape Verde | 2. Iraq | 2. Bandaaceh |
| 3. | Falkland Islands | 3. Sudan | 3. Manila |
| 4. | Fiji Islands | 4. Andorra | 4. Baghdad |
| 5. | Solomon | 5. Bosnia | 5. Moscow |
| 6. | Maldives | 6. Afghanistan | 6. Kabul |
|  |  | 7. Iran | 7. Monrovia |
|  |  | 8. Indonesia | 8. Seoul |

**8. Oceans, Seas, Gulfs and Bays**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | Pacific Ocean | 6. Bering Sea | 11. Sea of Azov |
| 2. | Atlantic Ocean | 7. Bay of Bengal | 12. Black Sea |
| 3. | Arabian Sea | 8. Arafura Sea | 13. Persian Gulf |
| 4. | South China Sea | 9. Baffin Bay | 14. Gulf of Mannar |
| 5. | Mediterranean Sea | 10. Baltic Sea |  |

**Rubric for Map Work /Pumpkin activity(Criteria—content, precision, inclusion of all**

**components)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skills** | **Exemplary**  **100-90** | **Acceptable**  **80-70** | **Unacceptable**  **60-0** | **Score** |
| **Completeness** | All items are  carefully labeled and identified | At least 8o% of the  items are completely identified | Incomplete work.  Less than 70% of the work is completed |  |
| **Accuracy** | All identified items  are accurately labeled | At least 80% of  items are accurately identified | Less than 70% of  items is accurately identified |  |
| **Neatness** | Very colorful,  orderly and clean looking | At least 80% of  items are orderly and clean looking | More than 70% of  items is sloppy and difficult to read |  |
|  |  |  |  | **Total:** |

b) Pumpkin Geography**) Class Activity: (NCSS #3)**

**The purpose of both activities is to expose candidates to map/globe skills essential to the social studies curriculum.**

1. Using globes and maps, trace the outlines of continents onto your pumpkins using felt marking pens.

2. Paint the continents and identify two major rivers in each continent

3. Identify the Equator and the Tropics

**4.** Label the oceans

**\*Students will write one page reflection about the activity**

**(c). Article from Professional Journal (NCSS #1, 3, 6, 10; INTASC # 2, 6, 9, 10; PDE1H1-**

**4))**

Candidates will write a three-four page paper, critiquing an article from a professional journal placed on reserve at the library**. The purpose is to expose candidates to the skills of analyzing, synthesizing and evaluating ideas from professional journals**

**Rubric for Journal Article (Criteria--- organization, Summary, Critique, Mechanics)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skills** | **Exemplary**  **100-90** | **Acceptable**  **80-70** | **Unacceptable**  **60-0** | **Score** |
| **Organization** | Paper is logical, well  sequenced has a very clear intro, body and  conclusion. The purpose of the paper is clear from the beginning and the name and author of the article is made clear early in the paper. | Paper is organized, has a  very clear intro, body and conclusion. The purpose of the paper is somewhat clear from the beginning and the name and author of the article is made  clear early in the paper. | Paper is not well  organized, has an unclear intro, body and conclusion. The purpose of the paper is unclear and the name and author of the article is not stated. |  |
| **Summary** | The article is clearly but  succinctly summarized. Only the key points of the article are touched upon. | The article is clearly  summarized. Some key points of the article are touched upon. | The article summary is  unclear. Few key points of the article are touched upon. |  |
| **Critique** | Strengths and weaknesses  that are central to the article are addressed | Strengths and weaknesses  that are peripheral to the article are addressed | Strengths and weaknesses  addressed peripherally, weakly, or not at all. |  |
| **Mechanics** | There are no misspellings,  grammatical errors or typos. | There are few typos,  grammatical errors, or misspellings | There are many  misspellings, grammatical errors and/or typos. |  |

**(d)**

**Service Learning (Civic responsibility)Reflective Paper (on line)(NCSS #4, 8, 9, 10; INTASC# 1, 3, 4, 6, 10; PDE #7b) (3-4 Pages)**

**a)** PK-4 c**andidates will spend Four clock hours (K4-8 Five clock hours) working at the identified place/organization.**

**b) Additionally, candidates will attach notes or letters of attendance from their supervisors**

**to the hard copies to be submitted.**

The purpose is to connect theoretical knowledge learned in this course to real life situations in the community. Your posting should include:

1. A description of your organization, and why you chose it

2. A description of your activities including what you did and who you interacted with.

3. An explanation of how your work in the organization connects with what you have learned in the course

4. A reflection of your thoughts and feelings of your interactions with your assigned organization

5. Looking forward, how might your experiences in this activity impact your future teaching in the classroom?

b) Read your classmates’ postings. Reply to a classmate’s posting that does not yet have a

reply.

i. What have you learned by reading your classmate’s posting?

ii. What was the most interesting thing you learned?

iii. Was there anything that surprised you and why?

\*Students will post on line reflective essays at the end of the assigned service learning responsibility. The learning experience will involve a voluntary service at any organization which may include but not limited to the following--- a Preschool, Women’s Resource Center, Nursing Home or Senior Citizen Center, Environment/Animal Care etc.

Rubric for Service Learning Reflective Discussion

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skills** | **Exemplary**  **100-90** | **Acceptable**  **80-70** | **Unacceptable**  **60-0** | **Score** |
| **Description of**  **organization and activities** | Full description of the organization and the service activities performed there | Partial description of the organization and the service activities performed there | Very little to no description of the organization and the service activities performed there |  |
| **Connection between classroom learning and field experience** | Full connection between classroom discourse and service experience | Partial connection between classroom discourse and service experience | Very little to no connection between classroom discourse and service experience |  |
| **Reflection of**  **thoughts and feelings** | Thorough reflection of your thoughts and feelings of your interactions with your assigned  organization | Partial reflection of your thoughts and feelings of your interactions with your assigned  organization | Very little to no reflection of your thoughts and feelings of your  interactions with your assigned  organization |  |
| **Impact to future**  **teaching** | Full description of how your experiences in this activity might impact your future teaching in the classroom | Partial description of how your  experiences in this activity might impact your future teaching  in the classroom | Very little to no description of how your experiences in this activity might impact your future teaching in the classroom |  |
| **Reaction to**  **classmate's post** | Full reflection that illustrates the ability to critique work, and suggest constructive practical alternatives | Partial reflection that illustrates the ability to critique work, and suggest constructive practical alternatives | Very little to no  reflection that illustrates the ability to critique work, and suggest constructive practical alternatives |  |
|  |  |  |  | **Total:** |

**(e)**

**Integrated Lesson Plan**

Typed, 3-5 pages; develop a **PK-4/K4-8** integrated lesson plan that addresses multiple

perspectives on any topic of your choice in social studies. Follow the lesson plan rubric attached. The topic should be based on any of the following disciplines:

1) History, Geography, Economic Political Science, Anthropology, Sociology

**\*Note:** a) You are expected to: a) upload the assignment on the Taskstream b) give me a hard copy of the assignment

**Use of Technology (NCSS #1-10; INTASC#1-10; PDE#1F1-9)**

Use of technology is requirement in this class. Instruction and class presentations will include the

use of technology. Throughout the semester, students will search the Internet for information on topics relevant to the course. For further readings, students will visit the following websites on topics relevant to the course:

 NCSS Teacher Resources and Lesson Plans: [www.ncss.org/resources/home.html](http://www.ncss.org/resources/home.html)

 NCSS Standards and Position Papers: [www.socialstudies.org/standards/positions](http://www.socialstudies.org/standards/positions)

 National Council for History Education: [www.history.org](http://www.history.org/)

 National Council for Geography Education: [www.ncge.org](http://www.ncge.org/)

**Class and Assignment Schedule**

**Caveat:** In the event of extenuating circumstances, the schedule and requirements of this course may be modified

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Planned Topic Sequence/Standards** | **(a)Instructional Methodologies**  **(b)Assignments & Activities** | **Assessment**  **Methods** |
| Aug. 29  1st  Week | Intro. to class  General overview of the course outline | Explanations, expectations of the course |  |
| Sept. 05  2nd Week | Chap. 1.  NCSS Standards  Topic: Social studies education:  **\*What & why of Social Studies**  **Curriculum** ( INTASC Standards #1,  #4, #6, NCSS #2; **DPE #1a-j)**  **Principles---Powerful & Purposeful**  **K4-8 social studies:**  **-**meaningful  -integrated  -values-based  -challenging  -active  (**PDE #2a-d)** | **Activity1**: Take a look at the ten  Standards of Social Studies NCSS website. [(www.ncss.org/standards](http://www.ncss.org/standards)) (INTASC #1-  10)  1. Why NCSS standards necessary for the social studies education?  2. What is social studies?; 3. What are the  **three** primary goals for the social studies education? (4) List **ten** concepts that come  to mind when you hear about social studies; 5) take your concepts and reduce them to **three** KEY words or objects, ‘**The Triangle of Social Studies’** and explain  why  (6) Briefly describe **five** best practices to be taken into consideration when teaching social studies.  **Video clip: “A Standards Overview, K-**  **5”** | Individual projects  Class  Participation  Assignment (Activity  #1)  See rubric for class assignments  **Final Exams** |
| Sept. 12  3rd Week | ***Chap. 3:***  ***Citizenship & Government***: **Concepts**:  \*Principles, structures, documents,  \*Operations of Govt. in a democratic society (USA & Commonwealth of Pennsylvania);  \* How Government works;  \*knowledge & understanding of international relationships | Demonstration, discussion, lecture  (a)  **“ Wh o is q uali fie d for t he Presi d ency ? ”** Students in small groups would be asked to discuss and identify which of the eight potential candidates is best qualified and which is least qualified to be president of the United States | Class participation  Final Exams |

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| **Date** | **Planned Topic**  **Sequence/Standards** | **(a) Instructional Methodologies**  **(b) Assignments & Activities** | **Assessment**  **Methods** |
| Sept. 19  4th Week | ***Government & Citizenship*:**  \* American foreign policy  \* The role of the U.S. in world  Affairs  \* The role of international organizations (UN, IMF etc)  \* Relations among nations & peoples (NAFTA, NATO etc) (INTASC Standards #3, NCSS #1-  #10; **PDE #7a-e)**   **Service Learning:**  **concept** | Discussion, lecture, discussion  **\*Teaching practices video reflection**  “Caring for the community”  “Creating effective citizens” “Making  a difference through giving” | Final exams.  ANGEL DISCUSSION FORUM  See rubric for Service learning reflective discussion |
| Sept 26  5th Week | Chap. 4  **Research & History: concepts**  \*Time, change, cause and effect.  evidence, continuity & change  \*Analytical skills development; interpretation of historical account; use of inquiry and analysis tools.  **PA History:**  **\***Early history; Notable  Pennsylvanians (PDE #5a-1; #3h)  **History: U.S. History**:  \*America before 1775  \*The American Rev. (1775-1783)  \*Birth of a new Nation (1783-1800  \*The Civil war (1861-1865)  \*Twentieth Century-The U.S. as  World leader (PDE#3i) | **Demonstration, discussion, lecture**  **\*Teaching practices video reflection**  **“Explorations in Archaeology and history”** | **Class participation**  **Final exam** |
| Sept 26 | **History: U.S. History**:  \*America before 1775  \*The American Rev. (1775-1783)  \*Birth of a new Nation (1783-1800  \*The Civil war (1861-1865)  \*Twentieth Century-The U.S. as  World leader (PDE#3i)  **History: World History:**  \*Ancient history (4000BC-AD 500)  \*The Modern World 1777-Present | **Demonstration, discussion, lecture**  **\*Teaching practices video reflection**  **“Exploration of North America”** | **Class participation**  **Final exam** |
| 6th Week  Oct. 3 | **Geography Concepts**  \*Basic geographic literacy  \* Physical characteristics of places | a) Demonstration, discussion, lecture  **\*Teaching practices video reflection**  “Population and resource distribution” “Exploring geography through African  history” | Class participation |

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| **Date** | **Planned Topic**  **Sequence/Standards** | **(a) Instructional Methodologies**  **(b) Assignments & Activities** | **Assessment**  **Methods** |
| Oct. 03  6th Week | ***Chap.: 5***  ***Geography and World***  ***Cultures:***  **c**) Human characteristics of places  and regions  d. Interactions between environment and society e)**The Five Themes of Geography:** (location, place, region, human-environment,  movement) **PDE #4a-d)** | Demonstration, discussion, lecture  **\*Teaching practices video reflection**  “Population and resource distribution” “Exploring geography through African  history” | Class participation  Final Exams |
| Oct. 10  7th Week | **Chap.: 4**  ***Economics***: **Concepts**  \*Functions of government  \*Economic Interdependence  \*Work & earnings **(PDE#6a-d)** | a) Demonstration, discussion, lecture  **\*Teaching practices video reflection**  “State government and the role of citizens”/ “Competing ideologies | Class participation  Final Exams |
| 7th Week | ***Economics*: Concepts: Micro**  **& Macro economics :**  \* Scarcity & choice;  \* Markets and Economic systems  **PDE #6a-d)** | Demonstration, discussion, lecture  **Class Activity:**  *Advertising Campaign*. Given a  product or service, have students in groups identify a particular market audience that might be most likely to use it, and then design an advertising campaign to sell that product | Class participation  Final Exams |
| Oct. 17  8th week | **Field**  **Supervision** | **No Class** | **Class observation** |

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| **Date** | **Planned Topic**  **Sequence/Standards** | **(a) Instructional Methodologies**  **(b) Assignments & Activities** | **Assessment**  **Methods** |  |
| Oct 24  9th Week | **Diversity**: **Understanding**  **changing demographics**:  \* ethnicity, \* race, \*culture,  \*gender, \* sexual orientation (**PDE**  **#1a-j) \***Multiculturalism | Demonstration, discussion, lecture  **Class discussion**  **Is America a “melting pot” or a “salad bow”** | Class participation |
| Oct. 31  10th Week | **Disabilities in inclusive settings:** \*  Exceptional Learners (including low/high incidence disabilities, section 504, ELL, at risk etc.)  ,\*Guidelines for teaching exceptional learners in a regular classroom;  \*Strategies for communicating with parents of children with disabilities **(PDE #5a-l)**  \***Read article**: “Maximizing access, equity, and inclusion in general and special education” placed on reserve in the library | Group work for Class discussion  Do you agree with the following statements? Take a position on each - statement and provide your rationale.  \*“*The problem is not that some children are unready for school. Rather, schools too often are unready for children.”*  *\*“Teachers sometimes treat cultural differences in children as deficits. This is not right, and it is ethnocentric.”*  *\* “You shouldn’t treat a child with a special gift as ‘gifted’ anymore than you would treat a child with a learning disability as ‘disabled.”*  *\* “I don’t care if they’re red, green, or polka dot. I just treat them all like children.”* | Class  participation  Final Exams  Group presentations |
| Nov. 07  11th Week | **Chap.: 2**  **Diversity**: **Understanding changing demographics**:  \* ethnicity, \* race, \*culture,  \*gender, \* sexual orientation (**PDE**  **#1a-j) \***Multiculturalism | Demonstration, discussion, lecture  **Class discussion**  Is America a “melting pot” or a “salad bowl | Class  participation  ’?**\*Video clip:** |  |
| \***Teaching practices video reflection**  “Unity and Diversity” |  |  |
| Nov. 14  12th Week.15th | **Field**  **Supervision** | **No Class** | **Class**  **observation** |
| Nov. 21  13th Week | **Thanksgiving** | **Thanksgiving** |  |
| Nov. 28  14th week | Chapter 7 Topic: **Assessing student**  **learning** (INTASC#1, #2, #4, #7; NCSS #1-10  \*Understanding & purposes of assessment components: authentic, diagnostic, formative, summative  \* approaches to child assessment  \*Norm/Criterion reference  **(PDE #111a-f)** | **Class discussion**  Do you think it is fair to evaluate teacher  effectiveness on the basis of student achievement? What’s the relationship between the two | Class  participation  Final Exams |
| Dec. 05  15th Week | Chapter 7 Topic: **Assessing student**  **learning** (INTASC#1, #2, #4, #7; NCSS #1-10  \*Understanding & purposes of assessment components: authentic, diagnostic, formative, summative  \* approaches to child assessment  \*Norm/Criterion reference  **(PDE #111a-f)** | **Class discussion**  Do you think it is fair to evaluate teacher effectiveness on the basis of student  achievement? What’s the relationship  between the two | Class  participation  Final Exams |
| Dec. 12  16th Week | End of Class | Revision | Final Exams |
| Dec. 17-21  17th Week | Final Exams |  |  |

**Special needs Learners**

**Diversity Statement**

Penn State University-Harrisburg is committed to creating a community that affirms and

welcomes persons from diverse backgrounds and experiences and supports the realization of their human potential. We recognize that there are differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. All persons are encouraged to respect the individual differences of others.

**Academic Integrity Policy**

This includes refraining from cheating and or/plagiarizing the work of others that includes the copying of literature critiques from books or from the Internet. All students are expected to act with civility, personal integrity: respect other students’ dignity, rights and property; and help create and maintain an environment in which all can succeed through the fruits of their own efforts.

“It is a university expectation that faculty and students understand the necessity of academic

integrity as well as the consequences of proven academic dishonesty which range from a grade

of F for a project or course to referral to judicial standards. Cheating is not acceptable behavior.”

(Policies and Rules 1996-1997, page 22)

“Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Academic dishonesty includes, but not limited to cheating, plagiarizing, fabrication of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of another student…” (Policies and Rules 1996-1997, page 44).

The university’s statement on academic integrity, from which the above statements are drawn, is available at <http://www.psu.edu/dept/oue/aappm/G-9.htm1>

**Penn State University Mandated Reporter Training**

**Any student enrolled in any course in which work with minors on campus is required**

**MUST take Penn State’s Mandated Reporter Training. This can be done on line.**

**A Code of Ethics and Principles for Social Studies Educators**

**Principle One**

It is the ethical responsibility of social studies professionals to set forth, maintain, model,

and safeguard standards of instructional competence suited to the achievement of the broad goals of the social studies.

**Principle Two**

It is the ethical responsibility of social studies professionals to provide to every student the knowledge, skills, experiences, and attitudes necessary to function as an effective participant in a democratic system.

**Principle Three**

It is the ethical responsibility of social studies professionals to foster the understanding

and exercise the rights guaranteed under the Constitution of the United States and of the responsibilities implicit in those rights in an increasingly interdependent world.

**Principle Four**

It is the ethical responsibility of social studies professionals to cultivate and maintain an

instructional environment in which the free contest of ideas is prized

**Principle Five**

It is the ethical responsibility of social studies professionals to adhere to the highest

standards of scholarship in the development, production, distribution, or use of social

Studies materials.

**Principle Six**

It is the ethical responsibility of social studies professionals to concern themselves with

the conditions of the school and community with which they are associated.

**Note to students with disabilities**

It is Penn State’s policy not to discriminate against qualified students with documented disabilities in its educational programs. If you have a disability-related need for modification in this course, notify the instructor during the first few weeks of class and the Disability Service Coordinator in the Student Assistance Center (W117, Olmsted, ext.6025)

**The Penn State Principles**

The Pennsylvania State University has identified four guiding principles that apply to all

students, faculty, staff, and administration. Members of the Penn State community agree to abide by these Principles:

1. I will respect the dignity of all individuals within Penn State community.

2. I will practice academic integrity.

3. I will demonstrate social and personal responsibility.

4. I will be responsible for my own academic progress and agree to comply with all

University policies.

The Principles are more completely defined at: <http://www.psu.edu/ur/principles.pdf>

**RESOURCES**

The Learning Center provides tutoring services and academic resources, primarily in writing and math. The writing tutors can help you with all areas of your writing for any course. To see the range of other courses that they support, visit the

**Penn State Harrisburg’s CONCEPTUAL FRAMEWORK**

**Penn State Harrisburg’s Teacher Education Program is committed to the development of**

***Lifelong Reflective Professionals Committed to the Learning of All Students.***

**Vision and Mission**

The *vision* of the College’s Teacher Education Unit is dedicated to providing interdisciplinary instruction and experiences which:

 *Promote a democratic view of the schools and society;*

 *Foster critical, creative, and reflective thinking;*

 *Enhance the understanding and appreciation of diverse cultures;*

 *Nurture sensitive and caring attitudes;*

 *Extend content knowledge and pedagogical competencies; and*

 *Instill a commitment to scholarship and professionalism.*

The *mission* of the Teacher Education Unit is to facilitate the development of candidates who are life-long reflective professionals committed to the learning of all students with an emphasis on:

 *Student-centered education;*

 *Teachers as life-long learners and reflective professionals;*

 *Current research and best practices;*

 *Standards-based curriculum and dynamic assessment; and*

 *Interdisciplinary knowledge and curriculum.*

**Core Elements**

Several interwoven concepts form the knowledge bases of research and best practices that provide structure and direction for the Teacher Education Unit: *a constructivist philosophy of learning, standards- based curriculum, authentic instructional experiences, and reflective practices.*

**LESSON PLANNING RUBRIC**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exemplary  10-9 | Acceptable  8-7 | Unacceptable  6-0 | Score |
| Purpose | Purpose concisely captures the essence of the lesson and why it should be taught | Purpose is written well and attempts to capture the essence of the lesson and why it should be taught | Purpose is poorly written and/or does not capture the essence of why the lesson should be taught |  |
| Objectives | Objectives are clear, concise and measurable | Objectives are mostly clear, concise, and measurable and adequately developed in the lesson | Objectives are unclear and/or not measurable or poorly developed throughout the lesson |  |
| National and PA Standards | Relevant national (NCSS) and PA Standards performance expectations clearly identified | Relevant national (NCSS) and PA Standards performance expectations somewhat identified | National (NCSS) and PA Standards are irrelevant or missing |  |
| Pre-assessment | Pre-assessment reflects insight into students’ developmental levels and readiness for the lesson | Pre-assessment reflects some knowledge and skills needed for successful completion of lesson | Pre-assessment poorly reflects knowledge and skills needed for successful completion of lesson |  |
| Set Induction | Set induction grabs students’ attention, sets the stage, and flows into  lesson | Set induction attempts to grab the students’ attention and somewhat flows into lesson | Set induction not evident or poor attempt at grabbing the students’ attention and/or does not flow into lesson |  |
| Procedure | Procedures are explicit and systematically develop mastery of the objectives, using pedagogical best practices for the content and age level | Procedures are logical, detailed, and employ appropriate pedagogical techniques for the content and age level | Procedures are sketchy, and employ questionable pedagogical techniques for the content and age level |  |
| HOTS | HOTS used effectively  throughout lesson | HOTS used effectively for  part of the lesson | No HOTS evident |  |
| Content  Knowledge | Content is thoroughly  researched and completely accurate  Authentic interdisciplinary connections are  seamlessly integrated | Lesson exhibits accurate and  current knowledge Interdisciplinary connections, if any, are authentic | Inaccuracies in content  knowledge  Interdisciplinary connections are tacked on, forced, or  absent |  |
| Motivation | Lesson is motivating and  engages all students | Lesson attempts to be  motivating and most students are engaged. | Lesson is not motivating and  students are minimally engaged |  |
| Closure | Closure consolidates understanding of major  objectives | Closure is evident and relates somewhat to the  lesson | Closure is not evident, does not solidify understanding, or  does not relate to the lesson |  |
| Accommodations/  Adaptations | Modifications effectively  address all student’s  individual needs | Modifications are responsive  to the needs of some students in the classroom | Modifications are absent or  not appropriate |  |
| Follow-up Activity | Provides enrichment opportunities, easily  implemented, and extends the lesson concepts | Somewhat provides enrichment opportunities,  somewhat easily implemented, or somewhat  extends the lesson concepts | Unrelated to lesson or is unrealistic in implementation  or missing |  |
| Connections to  home-community | Activity reflects strong link  to home & community | Activity reflects moderate link  to home & community | Activity has weak link to  home & community |  |
| Materials Needed | All Materials listed | Most materials listed | Few materials are listed |  |
| Evaluation | Evaluation assesses  exactly the behavior described in objectives and lesson procedure | Evaluation closely assesses  the behavior described in objectives and lesson procedure | Evaluation is inconsistent  with the behavior described in objectives and lesson procedure |  |
| Citations | Pertinent citations for  pedagogy & content and in proper APA format | Most citations are pertinent  and in correct APA format for pedagogy and content | Citations missing or proper  APA format not used |  |
|  |  |  |  | Total |

**Comments:**

**PSH Lesson Plan**

**Lesson Title**

Name:

Content Area/Subject:

Grade: Duration:

(5) RATIONALE: (Why this lesson should be taught. How it fits into the overall curriculum. What is the relevance?)

(5) LEARNING OBJECTIVES(S): (What the learner should know and/or do as a result of this lesson. Every standard must have an objective; every objective must be tied to at least one standard.)

(The Condition)The student will: (Verb) (Content) (Criteria) *Ex: Given a collection of buttons, the student will classify items into 3 groups based on attributes of student choice.*





(6)\*ASSESSMENT: (How you will determine whether and/or to what extent the students met the learning objective(s).)

(5) PENNSYLVANIA STANDARDS: (List relevant standards within an area and across areas as appropriate, indicate standard number and type the standard.)

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| --- | --- | --- | --- | --- | --- |
|  | What the teacher will do | What the students will do | Differentiation  (Content, Process, Product, Environment) | Materials/Technology  Needed | Time  Needed |
| (5)  INTRODUCTION (Set Induction, Anticipatory Set, Launch, Hook, Warm- up, Bell Ringer): (How will you get the students interested and motivated? How will you activate their prior knowledge about your topic?) |  |  |  |  |  |
| (5) PROCEDURE:  (How you will teach the lesson?) |  |  |  |  |  |
| (5) CLOSURE: |  |  |  |  |  |

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| (Discipline specific  – Can be summarizing, wrapping up or tying together parts of the lesson for today.) |  |  |  |  |  |

(5 & 6 ELL) (7) ACCOMMODATIONS/MODIFICATIONS: (Teacher presentation, student response, timing and scheduling, environment. Bulleted list in sentence form)

(5)LESSON EXTENTION: (What you have prepared in case your lesson plan does not last the allotted time?)

(Course Specific) PRE-ASSESSMENT: (What skills and content have the students acquired prior to this lesson that will enable them to fulfill the objectives? Describe how you will determine what learners already know and to what extent about your content.)

(5) CONNECTIONS BEYOND THE LESSON (How can the student link this lesson to family, home, and/or community?)

(5) CITATION: (Identify, in APA style, any print, electronic, or human resources which assisted you in the development of this lesson, either with content material or pedagogical techniques.)

(The number in parenthesis indicates the semester this component is formally taught.)

\*Assessment as a course is only part of the PreK-4 program.



