



# MISSISSIPPI STATE UNIVERSITY™

## COLLEGE OF EDUCATION

Department of Curriculum, Instruction, and Special Education Course Syllabus

### EDE 4143 Teaching Elementary and Middle Level Social Studies

**Credit Hours:** Three (3) credit hours

**Method on Instruction:** B = Lecture/Lab

**Catalog Description:** Two hours lecture. Two hours laboratory. (Pre-Requisites: All Professional Education courses, except EDE 3443; 12 Hours of MA courses; Co-Requisites: EDE 4113, EDE 4143, & RDG 4133) Field based. Selection, organization and presentation of social studies content for K-8; assessment of learning and general effectiveness of instruction.

#### College of Education Conceptual Framework



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development center on the tenets of knowledge, collaboration, reflection, and practice. For additional information, please visit <https://www.educ.msstate.edu/about/framework/>.

#### Course Objectives

Upon completion of the course, the student will be able to:

1. Apply standards for elementary and middle school social studies instruction. [INTASC 1, 9, 10; CAEP 2.D; CFPO 1]
2. Explain how the goals and standards of social studies have been influenced by social, political, cultural, and global agendas and to apply in a thoughtful manner these goals in the elementary/middle school. [INTASC 1, 7; CAEP 2.D; CFPO 1; CRT 1.1, 3.1]
3. Implement the interdisciplinary (thematic) approach to teaching and learning of social studies. [INTASC 4, 6; CAEP 1.A; CFPO 1, 2, 5, 7; CRT 10.1, 11.1]
4. Create repertoire of strategies for the teaching of social studies. [INTASC 1, 2, 4, 5, 8; CAEP 4.A, 4.C; CFPO 2]
5. Apply culturally responsive approach to social studies education, including the understanding of citizenship and participation in a democracy. [INTASC 3, 9; CAEP 1.B; CFPO 2, 5, 8; CRT 1.1, 3.1]

6. Plan social studies lessons (using objectives, procedures, management, materials, and assessment) which are developmentally appropriate for diverse elementary and middle school students. [INTASC 2, 3, 4, 5; CAEP 3.A, 3.C, 3.D, 4.F, 4.G; CFPO 5, 7; CRT 5.1, 11.1, 13.1]
7. Reflect upon and evaluating one's own teaching performance in social studies. [INTASC 9; CAEP 5.B; CFPO 1]
8. Collaborate with peer and classroom mentor teachers in school settings to plan, implement and evaluate teaching performance. [INTASC 1, 2, 9, 10; CAEP 5.A; CFPO 1, 9]

### **Detailed Course Outline/Topics Covered in the Course**

1. Today's Elementary Social Studies Classroom (6 hrs.)
  - a. Change in Society and Change in the Social Studies (1 hr.)
  - b. Goals of the Social Studies (1 hr.)
  - c. The Civic Mission of Schools (1 hr.)
  - d. Building Classroom Communities through the Social Studies (1 hr.)
  - e. Classrooms as Laboratories of Democracy (1 hr.)
  - f. Character Education and the Development of Attitudes and Values (1 hr.)
2. Social Studies Curriculum, Content, and Standards (6 hrs.)
  - a. National, State, and Local Standards (1 hrs.)
  - b. Curriculum Frameworks, Organization, Disciplines (1.5 hrs.)
  - c. Incorporating Themes from the Standards (1 hr.)
  - d. Multicultural Directions in the Social Studies (1 hr.)
  - e. Social Studies and CCSS (1.5 hrs.)
3. Planning and Managing Social Studies Instruction (6 hrs.)
  - a. Maximizing Effective Textbook Learning (2 hrs.)
  - b. Reading Abilities and Skills Needed in Social Studies (2 hrs.)
  - c. Integration of Children's Literature into Social Studies (2 hrs.)
4. Teaching Strategies in Social Studies (6 hrs.)
  - a. Direct Instruction/Expository Teaching (2 hrs.)
  - b. Dramatic Strategies (2 hrs.)
  - c. Using Primary Sources (2 hrs.)
5. Reading, Writing, and Technology: Tools for Social Studies Learning (6 hrs.)
  - a. Effective Reading, Writing, and Computer Use in the Social Studies (2 hrs.)
  - b. Use of Reference Reading in Social Studies (2 hrs.)
  - c. Organizing to Write in Social Studies (1 hr.)
  - d. Developing Research and Reporting Skills (1 hr.)
6. Assessment in the Social Studies Classroom (6 hrs.)
  - a. The Role of Assessment in Social Studies (3 hrs.)
  - b. Development of Summative Assessment Instruments (1 hr.)
  - c. Peer and Self-Assessment (1 hr.)
  - d. Authentic Assessment and Portfolios (1 hr.)
7. Teaching Thinking and Problem Solving in Social Studies (6 hrs.)
  - a. The Thinking Skills of Observation, Listening, and Comprehending (1 hr.)
  - b. Strategies of the Inquiry Approach (1 hr.)
  - c. Problem Based Learning in Social Studies (2 hrs.)
  - d. Project Based Learning in Social Studies (2 hrs.)

## **Text(s)/Course Materials**

### *Textbooks:*

Chapin, J.R. (2009). *Elementary social studies: A practical guide* (8<sup>th</sup> ed). Boston: Pearson. (Purchase at bookstore)

Fritzer, P.F. & Brewer, A.B. *Social studies content for elementary and middle school teachers (2nd Ed.)*. Boston: Pearson. (Purchase at bookstore)

Ritchhart, R., Church, M., and Morrison, K. (2011). *Making Thinking Visible*. San Francisco: Jossey-Bass. (Do not purchase. eBook available online through MSU library).

[http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=364395&site=ehost-live&custid=magn1307&ebv=EB&ppid=pp\\_c1](http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=364395&site=ehost-live&custid=magn1307&ebv=EB&ppid=pp_c1)

### *Other:*

Career and College Readiness Standards for English, Language Arts, and Literacy for Technical Subjects PDF (Can be downloaded from <https://www.mdek12.org/OAE/college-and-career-readiness-standards> also available in Canvas.)

Mississippi Department of Education (2018). *2018 Mississippi career and college readiness standards for social studies*. PDF can be downloaded from

[https://www.mdek12.org/sites/default/files/Page\\_Docs/2018-Mississippi-College-and-Career-Readiness-Standards-for-the-Social-Studies.pdf](https://www.mdek12.org/sites/default/files/Page_Docs/2018-Mississippi-College-and-Career-Readiness-Standards-for-the-Social-Studies.pdf)

Daily Access to Canvas.

## **Description of Instruction**

B = Lecture/Lab. Methods of instruction will include large group discussions (utilizing multi-media approaches and shared problem solving), small group assignments, and individual student assignments. The professor will model social studies strategies in class. Students will participate in limited online discussions in Canvas.

## **Mississippi State University Honor Code**

“As a Mississippi State University student, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

*Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Academic dishonesty will not be tolerated and will be dealt with according to MSU policy. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.*

For additional information visit: <http://students.msstate.edu/honorcode>.

## **Technology**

Technology will be used in EDE 4143 through Watermark (a course website), various social studies educational websites and virtual manipulatives, and Microsoft productivity software (Word, Power Point, etc.). Candidates are expected to have necessary technology skills to efficiently and effectively use these technological resources.

- Candidates must have on-going access to a computer with high speed internet access via DSL or equivalent broadband connectivity option (traditional dial-up Internet services do not provide adequate support to the technologies used within the course).
- Candidates must have an active Watermark account. This course requires a subscription to Watermark, an online portfolio and storage system for teacher candidates that is used as a repository for course assignments, assessments, and field experiences. Data collected from the database is used for accreditation purposes and program improvements. Assignments required in Watermark must be submitted for successful completion of the course. If you do not have a subscription, please call the OCFBI office to obtain a key code.

### **Diversity**

Diversity, within the context of the elementary and middle school social studies classroom, will be addressed throughout the course. It will be discussed through various content-appropriate activities that is supported by instructional and assessment strategies that adequately meet the needs of diverse learners.

### **Accommodations for Students with Disabilities**

Students with disabilities in need of accommodations to meet the expectations of this course are encouraged to bring this need to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student & Disability Support Services is located in 01 Montgomery Hall and can be reached via telephone at (662) 325-3335.

<http://www.sss.msstate.edu>.

### **Field Component**

EDE 4143 includes a field-based practicum that immediately precedes the internship semester. The purpose of the field experience is for teacher candidates to learn to recognize the stages of physical growth and cognitive development of elementary/middle school students by participating in planning, managing, and evaluation elementary/middle school students through active engagement in research-based learning experiences. Teacher candidates are assigned to one elementary/middle school classroom to carry out basic teaching responsibilities under the supervision of MSU Senior Methods Block Faculty and Classroom Mentor Teachers. In terms of expected outcomes, the senior block field experience will provide teacher candidates with opportunities to:

1. Assess personal/social suitability for teaching.
2. Experience the roles of a professional teacher while working primarily with small groups of children.
3. Observe the social and emotional growth of children as they participate in developmentally appropriate activities across the disciplines.
4. Plan structured opportunities for learning using a research-based curriculum to accommodate children at various stages of physical and intellectual development.
5. Apply principles from the knowledge bases of the professional program in order to identify the influence of physical and emotional maturity on the cognitive development of children in a social setting.
6. Assess the progress of children as they engage in the learning process through formative and summative means of evaluation.
7. Develop skills in diagnosing and solving psychosocial problems of children at various levels of cognitive development.

8. Communicate about and discuss all phases of the experience with Classroom Mentor Teachers and Senior Methods Block Faculty.
9. Receive feedback from structured observations, including conferencing and suggestions for improvement, from Classroom Mentor Teacher and MSU Senior Methods Block Faculty.
10. Practice the knowledge, dispositions and performances of beginning teaching required by the Core Principles of the Interstate New Teacher Assessment and Support Consortium.
11. Become an actualized professional teacher through self-evaluation and reflection about teaching.

**Required Materials:**

- Senior Block Field Experience Handbook
- Senior Block Field Experience Calendar
- 3 Structured Observation Forms (3 specified per course)
- Social Studies Field Experience Time Sheet (signed by you and your Mentor Teacher)
- MSU College of Education Teacher Education Professional Dispositions (description of process and evaluation form)
- Mississippi Educator Code of Ethics and Standards of Conduct

**Required Activities for EDE 4143:**

- Completion of 20 hours of field experience in the assigned social studies classroom, as prescribed on the Senior Block Field Experience Calendar, to occur over the course of the ten weeks of the field experience:
- Completion of 4 hours of “Other” elementary teacher experiences; e.g. duty, recess, PE, art, music, lunch, etc.
- Completion of a Social Studies Field Experience Time Sheet submitted to your EDE 4143 instructor in hard copy, signed and dated each week by you and your Mentor Teacher, which includes at least 20 hours over the course of the semester.
- Participation in field experience activities at the assigned field experience classroom on Tuesdays and Thursdays from 8:00 to 2:30; during this time, at least 2 hours each week must be engaged in social studies experiences; Participation in field experience activities at the assigned field experience classroom on various Fridays (see Senior Block Field Experience Calendar).
- Completion of 5 hours of social studies seminars and 1 hour of general seminar for a total of 30 hours of Lab Hours for EDE 4143 (See Tentative Course Calendar).
- Completion of 3 structured observations: Questioning, Content Delivery, Communication
- Implementation of 2 whole class social studies lesson, assuming all responsibility for the teaching of this lesson; teaching may only occur after approval of the lesson plan by the EDE 4143 instructor, but prior to the established deadline of implementation – See Tentative Course Calendar.
- When not teaching the whole class lesson, you are to assist the social studies mentor teacher by working one-on-one or with small groups of students or by assessing student performance each Tuesday or Thursday over the course of the 10-week Field Experience.
- Completion of a Final Reflection submitted on TaskStream. Failure to submit a final reflection through Taskstream by the last day of classes will result in a deduction of 15 points from the Professionalism and Attendance points of the field experience.
- Completion of 2 daily reflections (DARs – see protocol that follows) for a social studies lesson where specific social studies content was taught. This will take place during your middle school placement. Each 2-page DAR should describe, in detail, your interactions with students and the impact of teaching on student achievement in social studies. The focus of each DAR should be on teaching and learning social studies. While various aspects of classroom management can be included, the focus should not be classroom management. DARs should not be completed for

days for which only assessment of content is occurring (i.e. Test Fridays, etc.); DARs should be completed only for days during which content-specific instruction is experienced. The date of the experiences being reflected upon should be included in the header.

*D.A.R. Reflections: Describe, Analyze, Reflect*

- Describe – Describe the instruction you see. Discuss the instructional practice observed and the student responses to the instruction practice taking place.
- Analyze – Make at least 3 connections between what you experienced and current research findings that you were taught in EDE 4143, EDE 3223, and/or the elementary and middle school placements; Remember by definition a “connection” connects two “things”; in this case, one of the “things” occurs in the field experience classroom and the other “thing” occurred on campus in an elementary education required course.
- Reflect – How does your experience impact you professionally? What did you learn from this experience?
- Completion and submission of a Social Studies Field Experience Folder which includes a TIAI for the social studies lessons taught and a Dispositions Form completed by the assigned social studies mentor teacher and elementary placement mentor teacher, the original and revised social studies lesson plans which were implemented, along with student work samples for 2 above-level students, 2 on-level students, and 2 under-performing students and a timesheet documenting 20 hours of field experience at the conclusion of the semester (see Senior Block Field Experience Calendar for deadline)

**Performance Requirement:**

The Teacher Candidate must obtain a minimum of 70 points out of the 100 possible field experience points to pass & successfully complete the Lab component of EDE 4143, which includes attendance in 5 EDE 4143 social studies-specific seminar hours (See Tentative Course Calendar).

**Evaluation of Student Progress**

**Course Assignments/Activities:**

*Social Studies Content Assignments*

Tests (2 @ 100 pts each)	200 pts.
Content knowledge book test	100 pts
10 Chapter Quizzes	100 pts
Primary Sources Lesson Plan	100 pts.
Book lesson plan	100 pts.
Dramatic Strategies Lesson Plan (citizenship focus)	100 pts.
Museum Tri-Fold Board Activity	100 pts.
In-Class Activities	80 pts.
Attendance & Participation Points	30 pts.

*Field Experience*

100 pts.

**Total Points**

**1000 pts.**

**Evaluation of Social Studies Field Experience:** 100 points (*Determined by assigned University Supervisor*)

- 3 Social Studies Structured Observations (4 pts. each): 12 pts.
- Dispositions: 14 pts.
- 2 Social Studies DARs: 8 pts.
- Social Studies TIAI: 36 pts. (*Mentor Teacher*)
- Professionalism, Time Sheet, & T/H Attendance: 30 pts.

### Overview of Student Activities/Assessments:

- **Social Studies Book Lesson Plan:** You will write and teach a social studies lesson plan based on a children's book (*non-fiction*). Your lesson will last 30 minutes. Your lesson will include all components of a lesson plan, be aligned to the 2011 Mississippi Social Studies Framework or 2018 Career and College Readiness Standards for Social Studies and NCSS Standards. (Course Objectives: 4, 5, 6)
- **Museum Activity:** You will go on a field trip to a museum and complete a series of activities related to your experience. (Course Objectives: 1, 3, 4, 6)
- **Test 1:** Test 1 covers material up to the second progress report. You will take it in Canvas outside of class. (All Course Objectives)
- **Dramatic Strategies Lesson Plan: Citizenship Education Focus:** This assignment will focus on an important social studies topic presented in a dramatic way. You will select a dramatic strategy and write a lesson plan that focuses on citizenship education/ civic efficacy that aligns with the 2011 Mississippi Social Studies Framework or 2018 Career and College Readiness Standards for Social Studies and NCSS Standards. You will teach this lesson in your field placement. Once you have taught the lesson you will write a reflection. You will submit the reflection in Taskstream with the final lesson plan. This assignment will be submitted in Canvas for evaluation and then in Taskstream when directed by the instructor. You will not receive a grade until the lesson plan is completely submitted in Taskstream. (Course Objectives: 3, 4, 5, 6, 8)
- **Primary Sources Lesson Plan:** For this assignment, you will compose a well-thought-out lesson plan using the TaskStream lesson builder (*basic template*) that includes multicultural/diversity connections within the lesson that aligns with the 2011 Mississippi Social Studies Framework or 2018 Career and College Readiness Standards for Social Studies and NCSS Standards. This lesson plan must include primary sources and require students to analyze primary sources. This assignment will be submitted in Canvas for grading. (Course Objectives: 1, 2, 5, 6)
- **Social Studies Content Knowledge Book Test:** You will read the book *Social studies content for elementary and middle school teachers* and take a test based on what you have learned. (All Course Objectives)
- **Test 2 (Final Exam- TBA):** Test 2 is a comprehensive final exam given in class. (All Course Objectives)
- **Chapin Book Chapter Tests (10 quizzes 10 points each 100 pts total)**
- **Class Discussions/Class Assignments/Class Participation:** Various in-class and out-of-class assignments will be completed throughout the semester based on the assigned chapter readings and discussions. All in-class assignments will only be collected at the end of class and point will be assigned based on participation and quality. Your presence in class each day and completion of all discussions/assignments will be mandatory in order to receive class participation points. Information provided on each chapter will be briefly discussed each class meeting; however, chapter discussions will be minimal. It is your responsibility to read each chapter and the information provided on the on-class website. Our time each day will be spent completing/discussing assignments/activities that correspond to the chapter information. (All Course Objectives)

### Grading Scale

EDE 4143 uses a grading scale of 1000 points. The points needed for each letter grade are detailed below.

1000 – 900 = A  
899 – 800 = B  
799 – 700 = C  
699 – 600 = D  
599 & below = F

### **Attendance Policy**

In accordance with university policy (AOP 12.09 – Classroom Attendance and Reporting Absences), students are expected to attend all classes. Thus, you are required to attend all EDE 4143 class meetings and field experience days, including all math seminars. You are granted one absence for an emergency situation (personal illnesses and other related situations) in EDE 4143 without providing documentation. In the case of illness or a death in the family on a field experience day, you must contact the mentor teacher, the MSU Senior Methods Block supervisor, and field experience partner as early as possible, but no later than 7:30 a.m. on the day of the absence. For each subsequent emergency absence, you must submit appropriate authoritative documentation to the instructor upon your return to campus for approval for an excused absence. Each non-emergency absence will result in a 25-point deduction from your overall point total for EDE 4143. In order for an absence to be considered excused, proper documentation must be submitted to the instructor upon your return to campus. If you are absent from EDE 4143 for an extended period of time, your circumstances will be considered on an individual basis after returning to class and you will be required to meet with Elementary Education faculty to discuss your future in EDE 4143 for the current semester. Additionally, you should be punctual to class and field experiences. If you are tardy to class, a 10-point deduction from your overall point total will result. A tardy occurs when you arrive to class up to 30 minutes late. Beyond 30 minutes, constitutes an absence. You should contact the instructor in advance (prior to the start of class that day) if a test will be missed. A make-up test will only be approved in documented emergency situations or under extreme circumstances. If you are absent from a “general” seminar, a 15-point deduction from your overall point total will result in each of the four senior methods block courses. Any field experience or seminar hours missed must be made up, regardless of the reason for the absence.

### **Title IX Policy**

MSU is committed to complying with Title IX, a federal policy that prohibits discrimination, including violence and harassment, based on sex. This means that MSU’s educational programs and activities must be free from sex discrimination, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced sex discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU's Director of Title IX IIEO Programs at 325-8124 or by e-mail to [titleix@msstate.edu](mailto:titleix@msstate.edu). Additional resources are available at <http://www.msstate.edu/web/security/title9-12.pdf> or at <http://students.msstate.edu/sexualmisconduct/>.

### **University Safety Statement**

Mississippi State University values the safety of all campus community members. Students are encouraged to register for Maroon Alert texts and to download the Everbridge App. Visit the Personal Information section in Banner on your mystate portal to register. To report suspicious activity or to request a courtesy escort via Safe Walk, call University Police at 662-325-2121, or in case of emergency, call 911. For more information regarding safety and to view available training resources, including helpful videos, visit [ready.msstate.edu](http://ready.msstate.edu).



## **Mississippi Educator Code of Ethics**

The code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators. Ethical conduct is any conduct which promotes the health, safety, welfare, discipline and morals of students and colleagues. Unethical conduct is any conduct that impairs the license holder's ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues. Any educator or administrator license may be revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (Standard 4). Additional information on the Mississippi Educator Code of Ethics 10 Standards is available at [https://www.mdek12.org/sites/default/files/documents/code-of-ethics\\_final.pdf](https://www.mdek12.org/sites/default/files/documents/code-of-ethics_final.pdf)

Candidates enrolled in EDE 4143 will be provided with a copy of the Mississippi Educator Code of Ethics during one of two general field experience seminars. Senior Methods Block faculty will discuss each of the 10 Standards of the code with candidates prior to the start of any field experiences. Candidates will be expected and required to adhere to the 10 Standards of the code throughout the duration of the Senior Method Block field experience.

## **Mississippi College and Career-Ready Standards**

Content standards outline the skills and knowledge expected of students from grade to grade and subject to subject. In addition to the Mississippi College and Career-Readiness Standards, the Mississippi Department of Education has developed a wide variety of training materials for educators and administrators across the state.

Candidates enrolled in EDE 4143 develop a deep conceptual understanding of the critical concepts, principles, and practices of mathematics content and appropriate pedagogy through in-class content-specific activities, assigned course readings, and field experience assignments which address the Mississippi College and Career-Ready Standards. During field experiences, candidates apply what they have learned to advance the learning of their elementary students with regards to the college and career-readiness standards.

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