

**Teaching Social Studies in Elementary Schools**  
**Social Studies Practicum**  
**SSED 2210 and EDUC 2210**

**Teaching Social Studies in Elementary Schools is co-requisite with the Practicum**  
**The course assignments and activities are closely integrated.**

**Spring 2008**

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**Teacher Education at Peabody**

Peabody Teacher Education Programs prepare graduates to design, plan, implement, and refine instruction based on continuous investigation and analysis of student thinking and skill development. This approach to teaching requires that candidates develop a strong foundation in four, distinct, but inter-related areas:

- 1) *Subject matter knowledge for teaching* – deep understanding of the content areas to be taught (core conceptual structures, flexibly organized factual knowledge, forms of reasoning) and how this content can be made accessible to students
- 2) *Learners and learning* – recognition of the ways in which learner' academic, behavioral, cultural, linguistic, and socioeconomic histories and repertoires inform learning and so also teaching.
- 3) *Teaching as practice and profession* – teachers' activities, roles and relationships within their classrooms, schools, communities and the profession.
- 4) *Initial repertoire in curriculum, instruction, management, and assessment* – ability to use appropriately and well-chosen set of tools and techniques, as well as to transform given materials to support student learning.

Class and Practicum: The class imbeds a considerable number of hours at Elementary and Middle Schools. In this placement your professional attitude is manifested through attendance, consideration of others, and willingness to engage in the activities planned for you at your school site. Attendance and assignment policies for the practicum are exactly the same as the methods course.

**Dress guidelines are in accordance with local school districts. For example, no flip-flop shoes, no body piercing, no visible tattoos, no bare midriffs or low-cut shirts, no bra straps showing. We expect you to dress in a comfortable but professional manner. It is very important that you pay attention to dress guidelines when we are guests of public schools.**

The clinical experience component of this course provides students with extended opportunity to observe, teach, and create lessons in one-to-one, small-group, and whole class situations for students across a wide range of abilities; to employ classroom management techniques; to demonstrate competencies with classroom technology and a variety of learning aids; to observe and collaborate with practicing teachers and to some extent school administrators.

*No Child Left Behind* legislation has increased a curricula focus on language arts and mathematics. The teachers that you meet in your practicum placements value social studies and integrate social studies content across other areas. Focus your attention on good instruction. In our methods course, you will learn the standards that form the basis for social studies instruction. As well, we will give you experiences that will prepare you to integrate social studies across content areas.

## COURSE OBJECTIVES

- 1) Students will demonstrate the ability to apply a variety of instructional strategies for the teaching of elementary social studies to diverse learners.
- 2) Students will demonstrate an essential knowledge of the key concepts and generalizations in history, geography, civics, and economics appropriate for teaching elementary social studies.
- 3) Students will demonstrate competences in creating multicultural and democratic classrooms necessary for developing effective citizenry.
- 4) Students will demonstrate the ability to use the various tools (i.e., maps, graphs, primary sources, etc.) and technologies for organizing, analyzing, and interpreting social studies information.

- 5) Students will develop and use a variety of formative, summative, and self-reflective assessment techniques in the planning and implementing of elementary social studies instruction.
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**Text:** Brophy, J. and Alleman, J. (2005) Powerful Social Studies for Elementary Students, Second Edition. Belmont, CA.: Thomson.

**\*Additional readings will be posted on OAK**

### **Course Requirements for SSED 2210**

#### **Attendance and Participation**

This includes 8 written reflections as assigned in connection with observations in schools and community settings.

**25 points**

#### **Four Social Studies Lesson Plans**

Two Social Studies Lesson Plans

**25 points**

- 1) One plan integrating children's literature with follow-up social studies activity
- 2) One plan presented in our class setting with peer review

#### **Social Studies Center**

Two complete lesson plans per person and social studies group unit developed in assigned classroom with Multiple Intelligence features

#### **Four Reading Quizzes**

**25 points**

#### **Theory to Practice Essay**

**25 points**

Total

**100 points**

### **Course Requirements for EDUC 2210**

**Digital Reflection Log– with images. Reflections posted on OAK at designated times throughout the semester.**

**Pass/Fail**

The following are a list of forms that will track your professional development during the course of the practicum:

**Time cards** – a written field record of the times you check in and check out at KIPP

**Early Field Experience and Student Teaching Observation Form** – Notes, script and comments

**End of Field Experience Report** – Professional growth profile

**Professional Dispositions Report** – Screening I

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Your participation in the class is valuable, thus attendance and timeliness is expected. In this placement, your professional attitude is manifested through attendance, consideration of others and willingness to engage in the activities planned for you at the public schools. This course is a combination of two courses, methods and practicum. Therefore, you will receive two grades, one for SSEED 2210 and one for EDUC 2210. Grades for EDUC 2210 are pass/fail.

### **Grading System**

It is expected that all work for this course will be completed in accordance with the University Honor Code. All work should represent your independent thinking, ideas, analysis, and synthesis. Of course in doing so, you are expected to draw upon and incorporate a variety of perspectives. You must make reference to the sources that influence, shape, inform, and support your ideas.

This course uses a criterion-based grading system. This means that your work will be evaluated against pre-determined criteria for excellence rather than against work produced by others in the class. You will receive these criteria well in advance of any due date. Each assignment will be given a numerical grade, determined by how your work fits against the criteria established.

### **Professionalism**

Attendance, punctuality, and active participation in class are considered indicators of your professionalism and dedication. Students who demonstrate professionalism by participating in class, arriving on time, and attending class meetings should expect to receive a higher course grade than those who do not. Attendance is mandatory. Arriving more than 10 minutes late and/or leaving early will be counted as an absence. Failure to participate in discussions and activities may result in a reduction of the attendance grade.

PLEASE NOTE: I realize that circumstances beyond your control may at times require that you arrive late, leave early, or miss class. Please write a note to me explaining any circumstances (I am unlikely to remember verbal explanations). It is important to communicate with me. I will not excuse absences, but I will take reasonable conflicts into consideration when calculating your final course grades. Attendance and punctuality is recorded and noted on course Professional Disposition forms.

## Grading Scale

100 – 99 = A+

98 – 95 = A

94 – 90 = A-

89 – 87 = B+

86 – 84 = B

83 – 80 = B-

79 – 77 = C+

76 – 74 = C

73 – 70 = C-

A = exceptional, outstanding work that consistently surpasses basic expectations

B = solid, good work that is consistent with and, at times, surpasses basic course expectations

C = meets minimal expectations, but fails to display deep understanding

D = meets some minimal expectations, but displays weakness in many areas

F = fails to comply with course expectations and does not demonstrate grasp of course materials.

All work is to be completed in a professional manner. It should be typed and free of grammatical errors. The ideas developed in your written work should be clearly introduced, described, supported and applied.

**Work must be handed in on time.** Late assignments must be turned in within 1 week of the original due date. Assignments turned in after this one-week period **will not be accepted.** An absence from class does not delay an assignment due date. If you are absent, you may miss assignments completed in class, and you will be unable to make these up.

## Calendar

Date	Topic	Readings/Assignments
Thurs. Jan 10	Introductions	Chapter 1: <i>Elementary Social Studies: What is it? What might it become?</i> Reading: PSS Chapter 1
Tues. Jan. 15 Thurs. Jan. 17	<i>Understanding by Design</i>  National and State Social Studies Standards, Meeting the Standards, Lesson planning	Chapter 2: <i>How can I Build A Learning Community in My Classroom?</i> Reading: PSS Chapter 2
Tues. Jan. 22 Thurs. Jan. 24  **Beginning Jan. 24 we will meet at <b>East Academy</b> on <b>Thursdays</b> ( <i>Peabody</i> on <i>Tuesdays</i> unless otherwise instructed).	Planning	Assigned Reading on <i>Understanding by Design</i> Look up NCSS website and Tennessee Department of Education Curriculum Standards
Tues. Jan. 29 Thurs. Jan. 31	<b>Reading Quiz One</b> Creating Community in your Classroom	Chapter 3: <i>What does Goal-Oriented Instruction Entail?</i> Reading PSS Chapter 3
Tues. Feb 5 Thurs. Feb 7	<b>Lesson Plan One Due</b>  <b>Practice Presenting Lesson Plans</b> Content and Resources	Chapter 4: <i>What do Selecting and Representing Content Entail?</i> Reading: PSS Chapter 4
Tues. Feb 12 Thurs. Feb 14	Teaching History	Chapter 5: <i>How can I Teach History Content More Meaningfully?</i> Reading: PSS Chapter 5
Tues. Feb 19 Thurs. Feb 21	<b>Reading Quiz Two</b>  Teaching Geography and Anthropology	Chapter 6: <i>How can I Teach Geography and Anthropology Content?</i> Reading: PSS Chapter
Tues. Feb 26 Thurs. Feb. 28	Planning Consultations	Chapter 7: <i>How can I Teach the Other Social Science</i>

		<i>Content More Meaningfully?</i> Reading: PSS Chapter 7
Tues. March 4 Thurs. March 6 <i>Spring Break</i>		<i>HAVE FUN! BE SAFE!</i>
Tues. March 11 Thurs. March 13	Classroom Discourse	Chapter 8: <i>How can I Structure Classroom Discourse to Help Students Develop Social Studies Understanding?</i> Reading: PSS Chapter 8
Tues. March 18 Thurs. March 20 <u><i>Metro Spring Break</i></u> March 17 – 21 <sup>st</sup>	<b>Reading Quiz Three</b> Creating Instructional Activities	Chapter 9: <i>How Can I Design, Implement, and Evaluate Instructional Activities?</i> Reading: PSS Chapter 9
Tues. March 25 Thurs. March 27	<b>Lesson Plan Two Due</b>	Chapter 10: <i>What are some Other Strategies for Teaching Social Studies?</i> Reading: PSS Chapter 10
Tues. April 1 Thurs. April 3	Integrating Content <b>Teaching Lesson Three and Four</b>	Chapter 11: <i>What is the Role of Curricular Integration?</i> Reading: PSS Chapter 11
Tues. April 8 Thurs. April 10  Second placement – Primary Classroom	Assessment	Chapter 12: <i>How Can I Assess Student Learning?</i> Reading: PSS Chapter 12
Tues. April 15 Thurs. April 17	<b>Social Studies Learning Center Due</b> Home-School Connections	Chapter 13: <i>How Can Curriculum Be Expanded and Made More Meaningful through Home-School Connections?</i> Reading: PSS Chapter 13
Tues. April 22	<b>Reading Quiz Four</b> Bringing it all together	Chapter 14: <i>What Social Studies Planning Tools are available?</i>  Reading: PSS Chapter 14

## **Daily Schedule at East Academy**

**11:30 – arrive and sign-in at the Front Desk, Please wear your name tags at all times.**

**11:30 – 11:55 – Discussion of the day and review of main terms from the textbook**

**11:55 – 12:20 – Meet with 6<sup>th</sup> grade students**

**12:23 – 1:20 – Meet with research groups**

**1:25 – 2:00 – readings and class discussion, planning for instruction**