Course Description:
The purpose of this course is twofold: 1) to introduce future social studies teachers to the framework for teaching the various disciplines that make up the social sciences in the State of Kansas, e.g., history, government (civics and citizenship education), geography, and economics, and 2) to help students decide if the field of social science education is the correct career path for them to follow.

The Teachers College Conceptual Framework
Emporia State University’s faculty, including professional education and content area faculty, support a program designed to transform candidates into professionals. To help all students learn, the professional must have a command of content, critical ideas, and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professional educators can be highly effective, six proficiencies emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional: providing service to society; applying interdisciplinary scholarly knowledge; engaging in effective practice; responding to uncertainty and change; relying on self-reflection; and belonging to professional community.

Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate preparing for a career in the field of education or an allied health field is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU’s professional education programs as well as the non-professional education programs offered within The Teachers College devote themselves to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.

Candidates exhibit KNOWLEDGE of:
1. characteristics of diverse learners.
2. legal issues and ethical standards that apply to sound educational practices.
3. educational strategies that support the learning for students from diverse cultural and linguistic backgrounds.
4. general education within an intellectual framework.
5. subject matter content and content-specific pedagogy that inform the basis for entitlement to practice.
6. philosophical, historical, social, and theoretical foundations of education.
7. on-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.
8. teaching and learning as a dynamic, constructive, and metacognitive process.
9. a repertoire of teaching and learning strategies, designed to help students increase their power as learners.
10. ever changing educational needs of students living in a global society.
11. appropriate technology and how it may be used to enhance teaching and learning.
12. various instructional strategies that can be used to meet the needs and learning styles of individual students.
13. theories of human physical, cognitive, social, and emotional development.
15. a variety of assessment strategies to diagnose and respond to individual learning needs.
16. professional ethics and standards for practice.
17. teamwork and practices for creating healthy environments for learning and teaching.
18. effective communication techniques in order to develop a positive learning environment.
Candidates demonstrate PRACTICAL ABILITY to:
1. integrate and use concepts from their general, content, and professional studies in their educational environment.
2. demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn.
3. implement non-biased techniques for meeting needs of diverse learners.
4. integrate knowledge across and within disciplines.
5. use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.
6. determine and assess what students need to know and be able to do in order to succeed.
7. utilize creative planning and curriculum integration to promote learning of all students.
8. create learning experiences commensurate with a student’s level of readiness.
9. assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills.
10. use and support effective communication techniques in order to develop a positive learning environment.
11. make use of appropriate technology to support student learning.
12. integrate effective behavior management into all interactions with students.
13. apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.
14. employ appropriate assessment techniques in order to measure student performance and growth.
15. develop a storehouse of learning strategies that help students understand and integrate knowledge.
16. respond respectfully to ideas and views of others.
17. recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice.
18. utilize student learning standards to promote student learning and achievement.

Candidates exhibit DISPOSITIONS that exemplify:
1. professionalism and ethical standards.
2. respect for cultural and individual differences by providing equitable learning opportunities for all students.
3. a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.
4. the belief that educating children and adults requires the integration of multiple kinds of knowledge.
5. a desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.
6. a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field.
7. a commitment to challenge all students to learn and to help every child to succeed.
8. an awareness of the larger social contexts within which learning occurs.
9. an awareness of the larger social contexts within which learning occurs.
10. a belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners.
11. a desire to collaborate with colleagues, parents and community members, and other educators to improve student learning.
12. a willingness to learn from other professionals in the field.

Course Outcomes:
During and upon completion of this course, Teacher Candidates will be able to:
1) identify the reasons why they want to become a social studies teacher.
   Supports ESU Teachers College Conceptual Framework: Dispositions 1, 9, and 12

2) discuss the personal characteristics and skills they believe successful social studies teachers should possess.
   Supports ESU Teachers College Conceptual Framework: Knowledge 8, 14, and 16; Practical Ability 4 and 17; and Dispositions 1

3) explain the licensure requirements to become a social studies teacher in Kansas.
   Supports ESU Teachers College Conceptual Framework: Knowledge 16, Practical Ability 17, and Dispositions 6

4) discuss the pros and cons of the standards movement and how it has affected social studies education in Kansas.
   Supports ESU Teachers College Conceptual Framework: Knowledge 5, 6, and 16; Practical Ability 1and 18
   Meets Regulations and Standards for KS Educators: History Comprehensive 5-8 Standard 4 K.3, K.5
   Meets Regulations and Standards for KS Educators: History/Government 6-12 Standard 6 K.4, K.6

5) describe a typical K-12 social studies curriculum and compare it to their own educational experience.
   ESU Teachers College Conceptual Framework: Knowledge 5 and 7 and Practical Ability 1 and 4
   Supports Regulations and Standards for KS Educators: History Comprehensive 5-8 Standard 4 K.3
   Meets Regulations and Standards for KS Educators: History/Government 6-12 Standard 6 K.4
6) compare and contrast the single-discipline approach and the multidisciplinary approach of teaching social studies.
   Supports ESU Teachers College Conceptual Framework: Knowledge 5, 6, 7, and 10; Practical Ability 1, 2, and 4; and Dispositions 3 and 6
   Meets Regulations and Standards for KS Educators: History Comprehensive 5-8 Standard 4 K.5
   Meets Regulations and Standards for KS Educators: History/Government 6-12 Standard 6 K.6

7) examine and then describe the dominant role of history in the social sciences program, the controversies in history over standards, and the methods and resources that can be used to teach history.
   Supports ESU Teachers College Conceptual Framework: Knowledge 4, 5, 6, 7, 8, 9, 10, and 11; Practical Ability 1, 5, 15, and 17; and Dispositions 3, 4, and 6
   Meets Regulations and Standards for KS Educators: History Comprehensive 5-8 Standard 4 K.5
   Meets Regulations and Standards for KS Educators: History/Government Standard 6-12 6 K.6

8) explore and discuss the important role and status of geography as a discipline, its place in the social studies program, geography standards, geography skills, and the methods and resources used to teach geography.
   Supports ESU Teachers College Conceptual Framework: Knowledge 4, 5, 6, 7, 9, 10, and 11; Practical Ability 1, 15, and 17; and Dispositions 3, 4, and 6
   Meets Regulations and Standards for KS Educators: History/Government 6-12 Standard 6 P.4

9) relate the status of economics in the schools and identify the methods & resources that can be used to teach economics.
   Supports ESU Teachers College Conceptual Framework: Knowledge 4, 5, 6, 7, 9, 10, and 11; Practical Ability 1, 15, and 17; and Dispositions 3, 4, and 6
   Meets Regulations and Standards for KS Educators: History/Government 6-12 Standard 6 P.4

10) define civic education and then analyze current methods of teaching civics and its relationship to multicultural and global education.
   Supports ESU Teachers College Conceptual Framework: Knowledge 4, 5, 6, 7, 9, 10, and 11; Practical Ability 1, 15, and 17; and Dispositions 3, 4, and 6
   Meets Regulations and Standards for KS Educators: History/Government 6-12 Standard 6 P.4

11) identify how technology can change what happens in social studies classrooms and then discuss how teachers can implement technology into their classrooms.
   Supports ESU Teachers College Conceptual Framework: Knowledge 11; Practical Ability 11; and Dispositions 3

12) discuss the importance of professional growth for teachers and provide examples of how teachers can update their social studies knowledge base, keep up with current methods, and locate resources for the social studies classroom.
   Supports ESU Teachers College Conceptual Framework: Knowledge 7 and 9; Practical Ability 17; and Dispositions 6
   Meets Regulations and Standards for KS Educators: History Comprehensive 5-8 Standard 4 K.1
   Meets Regulations and Standards for KS Educators: History/Government Standard 6-12 6 K.2

13) compile a Teacher Resource Notebook that contains competencies that require them to:
   a. describe the nature and use of Advanced Placement Exams, the SAT II in history, and Kansas/National History Day.
      Supports ESU Teachers College Conceptual Framework: Knowledge 5, 7, and 9 and Practical Ability 1
      Meets Regulations and Standards for KS Educators: History Comprehensive 5-8 Standard 4 K.2
      Meets Regulations and Standards for KS Educators: History/Government 6-12 Standard 6 K.3
   b. identify and discuss the current debates in teaching history.
      Supports ESU Teachers College Conceptual Framework: Knowledge 5, 6, and 16 and Practical Ability 1
      Meets Regulations and Standards for KS Educators: History Comprehensive 5-8 Standard 4 K.5
      Meets Regulations and Standards for KS Educators: History/Government 6-12 Standard 6 K.6
   c. locate sources that can be used to create an inquiry-based lesson on public policy/controversial issues.
      Supports ESU Teachers College Conceptual Framework: Knowledge 5, 7, and 11 and Practical Ability 1 and 15
      Meets Regulations and Standards for KS Educators: History/Government 6-12 Standard 1 P.3
   d. collect and critique sample lesson plans from each of the social science disciplines; these will include lesson plans that promote the use of primary sources and games and simulations in the classroom.
      Supports ESU Teachers College Conceptual Framework: Knowledge 5, 7, and 9; Practical Ability 2 and 15; and Dispositions 3 and 4
      Meets Regulations & Standards for KS Educators: History Comprehensive 5-8 Standard 1 P.3, 2 P.3, 3 P.3 and 4 P.3
      Meets Regulations and Standards for KS Educators: History/Government Standard 6-12 6 2 P.2, 4 P.2, 5 P.2, and 6 P.3
e. identify the various purposes and types of local, state, and national Repositories of primary source collections.  
   Supports ESU Teachers College Conceptual Framework: Knowledge 5  
   Meets Regulations and Standards for KS Educators: History Comprehensive 5-8 Standard 4 K.4  
   Meets Regulations and Standards for KS Educators: History/Government 6-12 Standard 6 K.5

f. evaluate internet sites to create a Filamentality List of Websites for Social Studies Teachers.  
   Supports ESU Teachers College Conceptual Framework: Knowledge 11 and Practical Ability 11  
   Meets Kansas Professional Education Standard #12, K. 2, 3, 5, and P.13

g. research professional organizations and nationally recognized websites to identify their usefulness in the professional development of teachers.  
   Supports ESU Teachers College Conceptual Framework: Knowledge 16; Practical Ability 17; and Dispositions 6  
   Meets Regulations and Standards for KS Educators: History Comprehensive 5-8 Standard 4 K.1  
   Meets Regulations and Standards for KS Educators: History/Government 6-12 Standard 6 K.2

Students who successfully complete SS 310 will continue to build on the knowledge and skills acquired in SS 310 in the SS 460: Teaching Secondary/Middle School Social Studies course.

Dr. Mallein’s Policies and Procedures for SS 310

Textbook
The required textbooks for this course are A Practical Guide to Secondary Social Studies (2nd Edition) by June R. Chapin and Using Primary Sources in the Classroom by Kathleen Vest. (Hang onto these books as we will refer to them in the SS 460 methods course.)

SS 310 Blackboard Website
Please check the SS 310 website on a regular basis for announcements and to download required articles, handouts, etc. You will also be required to take timed quizzes on the Blackboard site.

Materials Needed for Course
Students will need to purchase one 3-4” three-ring notebook and a set of divider pages for the required “Social Studies Teacher Resource Notebook.” (If possible, purchase the kind that has the plastic sleeve on the front in which you can slide in a title/cover page.)

Final Exam
The Final Exam will consist of the compilation of the Social Studies Teacher Resource Notebooks and an “I Hereby Resolve…” Reflective essay. Both projects will count as a test grade.

Evaluation Procedures: Points will be cumulative in nature and will be awarded as follows:

Attendance/Daily Work (1/3 of the total grade):

Attendance: TWENTY points a day will be awarded to students who attend class and participate in class activities and discussions. However, if students are more than 5 minutes late to class, five points will be deducted; ten points if more than 30 minutes late, etc. PLEASE BE ON TIME AS I WILL PROMPTLY BEGIN CLASS at 2:00 p.m.! Please be aware that Attendance Points are deducted regardless of the reason for the absence; however, students can complete extra credit assignments to make up the points.

PLEASE NOTE: Due to the hands-on nature of this class, and the fact that I am training future teachers who are expected to show up for work every day, it is important that students attend EVERY class. Consequently, after a student misses more than two class periods, the instructor will automatically lower the student’s final grade by one letter grade for each additional absence (in addition to deducting the attendance points). Therefore, if you cannot make it to class every week, I strongly advise you to withdraw from this class and/or change majors. *Please do NOT interpret this to mean that you have “permission” to miss TWO times without penalty.
Daily Work:  All daily assignments are due at the beginning of each class session. Since many of our in-class activities will involve the daily assignments, please complete them and bring them to class. One of the pay-offs will be getting to use these daily assignments on quizzes. Late daily assignments will not be accepted for point credit!

PLEASE NOTE:  Students who will miss class because of a school-related activity must turn in any assignments that are due before the class session they will miss or a zero will be recorded for that assignment. I do not think it is fair for these students to get extra time to work on assignments and projects.

Extra Credit: Opportunities to earn extra credit points will be available throughout the semester. Some examples are attending social science-related lectures and activities and reading and responding to emails. Hint: It "pays" to read the emails Dr. Mallein sends to students!

Cell Phones: Students who use their cell phones in class will lose the attendance points for that day! As someone who strives to make her class hands-on and engaging, I find it very insulting and disrespectful for students to check their cell phones for messages, text, etc. during class. Remember, some day YOU will be a teacher who will want the respect and attention of your students during class! ☺

Tests/Projects (2/3 of the total grade): 
A variety of quizzes, modules, and projects will be used to evaluate your understanding and application of the information covered in this course. One of the main projects is a Teacher Resource Notebook that will contain special modules that have been designed to meet State Teaching Standards and/or goals of this course as well as class handouts and lesson plans, articles, etc. that you find on the internet. Teacher Resource Notebooks are due on the day of the Final Exam.

ALL Modules/Projects are due at the beginning of class so students can share what they have learned with their peers before turning in their Modules/Assignments for a project grade. Please allow enough time in your schedule to complete the MODULES/ASSIGMENTS on time. I know modern technology can fail (e.g., printers break down or run out of ink, disks/jump drives get corrupted, etc.), so you need to start the Modules/assignments sooner than the night before or the morning of class. Also, please don’t ask ME to run off your Modules or papers for you. I use enough paper in the social sciences department without having to run my students’ papers off for them. To the best f my knowledge, you can still print papers off in the library for free, so take advantage of that service.

Rubrics will be used to assess some of these performance-based activities and will be given to students prior to the projects’ due dates.

Because Modules and Projects count 2/3 of the grade, the following late-work policy will apply to modules and projects:

A. If you “forget” to bring your Module to class, you may have until 5:00 p.m. the day it’s due to bring the completed Module to my office; however, 5% of the total points will be deducted as a penalty. If the module is not turned in on the day it is due, 10% will be deducted for each day the module is late.

B. If you are absent on the day the Module/Project is due, your completed Module/Project is due by 3:00 p.m. the DAY AFTER you missed class. After this one-day grace period has passed, 10% will be deducted for each day the paper is turned in late (this includes weekends).

C. Special Note for Students Participating in School-Related Activities: Students who will miss class because of a school-related activity MUST turn in any modules or projects BEFORE the class period they will miss. Or, the completed Modules may be brought to my office by 5:00 p.m. the day the project is due; however, 5% of the total points will be deducted. Again, I do not think it is fair for these students to get extra time to work on assignments! If the Module/Project is not turned in on the day it’s due, 10% will be deducted for each day it is late.

Please note: All late papers or projects must be given to me or one of the secretaries so we can initial it and write the date and time turned in. Make-up work received without this information will receive a zero.

Incomplete- If a course grade of "incomplete" is assigned, all work must be completed on or before the last day of classes of the next semester.
Grading Scale

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>92 - 100%</td>
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<tr>
<td>A-</td>
<td>86 - 84%</td>
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<tr>
<td>B</td>
<td>80 - 85%</td>
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<tr>
<td>B-</td>
<td>76 - 74%</td>
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<tr>
<td>C</td>
<td>70 - 75%</td>
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<tr>
<td>C+</td>
<td>69 - 72%</td>
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<tr>
<td>D</td>
<td>59 and below</td>
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PLEASE NOTE: YOU MUST EARN A 74% OR BETTER TO RECEIVE A C IN THIS CLASS. ANYTHING BELOW A 74% WILL EARN A “D” OR AN “F.” REMEMBER: A “C” or above must be earned in all courses used to meet the social sciences licensure requirements, and you must pass this class before you can take the SS 460 methods course.

Students who fail SS 310 will have to wait at least one semester before they can apply to take SS 310 again.

SS 460 Admission Requirements: To be granted a seat in the SS 460 course students must:
- have completed at least 80 hours;
- have completed MA 225 Math as a Decision Making Tool with a C or above;
- have a cumulative 2.75 and a minimum grade of C in all courses which apply to the Social Science teaching fields;
- and, they must have a cumulative GPA of 2.50.

Contacting the Instructor (dmallein@emporia.edu)
If at any time you have questions about this course or its assignments, the best/fastest way to contact me is via email. If I can’t answer your question via email, we can set up an appointment to discuss your question in person during my office hours (Tuesdays and Thursdays from 12:30 to 2:30 and Wednesdays from 4-5).

Academic Dishonesty
Academic dishonesty, such as cheating and/or plagiarism will not be condoned. Policies of the Social Sciences Division, the College of Liberal Arts and Sciences, and Emporia State University will be adhered to by the instructor. (See http://www.emporia.edu/acadaff/dishonesty.htm for the complete policy.)

Students with Disabilities
Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

Faculty Initiated Student Withdrawal
Due to the hands-on nature of this course and the responsibility of the instructor for preparing teacher candidates for the "real world," i.e., future classrooms, regular attendance is expected! Therefore, if a student’s absences from class become detrimental to the student’s progress, the instructor will contact the student in writing about withdrawing from the class. The Office of the Vice President of Student Affairs will also be notified so the student can be provided with information about the appeals procedure. This same procedure will be followed for students who are habitually late and/or disrupt class.

PLEASE REFER TO: http://www.emporia.edu/regist/enroll/syll.htm FOR THE REQUIRED SYLLABUS ATTACHMENT WITH ADDITIONAL INFORMATION.