SS 460: Teaching Secondary/Middle Level Social Studies Methods  
Tuesday & Thursday, 11:00 to 12:20 P.M., PH 409  
Instructor: Dr. Darla J. Mallein  
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Course Description
The purpose of this course is to provide Teacher Candidates with the information, resources, and application experiences they need to teach social studies to ALL students on the middle and high school level.

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. a commitment to self-reflection to recognize in all students human physical, cognitive, social, and emotional development.
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) create short and long term instructional plans that will incorporate:
   a. current Kansas social studies curriculum standards.
      Supports Teachers College Conceptual Framework: Practical Ability 18, and Dispositions 10

   b. readings, curriculum, and teaching strategies that are developmentally appropriate for students in the inclusive classroom.
      Supports Teachers College Conceptual Framework: Knowledge 1, 3, 5, 7, 9, and 12; Practical Ability 2, 4, 5, 7, 8, 13, and 15; and Dispositions 3, 7, and 10

   c. activities that take into consideration the gender, cultural, and religious sensitivities of students.
      Supports Teachers College Conceptual Framework: Knowledge 1, 3, 10, and 12; Practical Ability 2, 3, 5, and 7; and Dispositions 2, 3, 4, 7, and 10.
d. **art, literature and music.**
   Supports Teachers College Conceptual Framework: Knowledge 5, 6, 7, 8, 9, 11, 12, and 13; Practical Ability 2, 4, 5, 7, 11, 13, and 15; and Dispositions 4, 7, and 10.

e. **Theory of Multiple Intelligences, brain-based research, cooperative learning, and a variety of teaching strategies discussed and demonstrated in class that can be used in the inclusive classroom.**
   Supports Teachers College Conceptual Framework: Knowledge 1, 3, 5, 6, 7, 8, 9, 11, 12, and 13; Practical Ability 1, 2, 4, 5, 7, 11, 13, and 15; Dispositions 3, 4, 5, and 10.

f. **the theories and practices of integrating history with other disciplines such as civics and government, geography, economics, and sociology.**
   Supports Teachers College Conceptual Framework: Knowledge 4, 5, 6, 7, 10, and 11; Practical Ability 1, 2, 4, 5, 7, 11, 15, and 18; and Dispositions 3 and 4.

2) **create learning experiences around contemporary and current historical issues and events.**
   Meets KSDE SS Standards: Level 5-8: 1.P.7
   Supports Teachers College Conceptual Framework: Knowledge 4, 5, and 11; Practical Ability 1, 4, 5, 11, 13, and 16; and Dispositions 3, 4, and 10.

3) **construct assignments that require students to use and evaluate primary and secondary sources.**
   Supports Teachers College Conceptual Framework: Knowledge 4, 5, 7, 8, 9, and 11; Practical Ability 1, 2, 4, 5, 7, 8, 11, 13, and 15; and Dispositions 3, 4, 5, and 10.

4) **create a lesson plan which encourages participatory citizenship.**
   Meets KSDE SS Standards: Level 6-12: 7.P.2
   Supports Teachers College Conceptual Framework: Knowledge 4, 5, 10, and 11; Practical Ability 1, 4, 5, 7, 11, 13, and 16; and Dispositions 3, 4, and 10.

5) **develop traditional and performance-based formative and summative assessments.**
   Supports Teachers College Conceptual Framework: Knowledge 7, 8, 14, and 15; Practical Ability 6 and 14; and Dispositions 3 and 10.

6) **present and reflect upon mini-teaches presented to peers on various instructional strategies and other assigned topics.**
   Supports Teachers College Conceptual Framework: Knowledge 5, 7, 8, 11, 13, and 18; Practical Ability 1, 2, 4, 10, 13, and 16; and Dispositions 1, 3, 9, and 10.

7) **organize a Teacher Resource Notebook that contains articles and information that are related to each of the instructional units taught in the methods course.**
   Supports Teachers College Conceptual Framework: Knowledge 3, 5, 6, 7, 8, 9, 12, 14, and 15; Practical Ability 15; and Dispositions 6

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When someone is taught the joy of learning, it becomes a life-long process that never stops, a process that creates a logical individual.
That is the challenge and joy of teaching.

Marva Collins
Textbooks: Please purchase these REQUIRED books: Bring Learning Alive!: The TCI Approach for Middle and High School Social Studies; Cooperative Learning & Social Studies: Towards Excellence and Equity and Teaching Reading in Social Studies. These two books are optional, although I strongly recommend that you purchase them for your professional library: Summarization in Any Subject and Differentiating Instruction in a Whole-Group Setting. We will also be using the “Using Primary Sources in the Classroom” textbook as a reference as well as the Chapin textbook from SS 310.

Blackboard: For the most part Blackboard is used to download resources for the classroom and post assignments and templates. It is always a work in progress. You’ll receive emails when you need to access Blackboard.

Materials Needed for Course: Just like in SS 310, you will need to purchase a large three-ring notebook for the required “Social Studies Teacher Resource Notebook.” You may need a larger one than the one you purchased for SS 310. (I know the larger ones are expensive, but trust me, it’s a great investment!)

Evaluation Procedures: Points will be cumulative in nature and will be awarded on the following basis:

Attendance and Daily Assignments (1/3 of the total grade):
Attendance/Participation: FIFTEEN points a day will be awarded to students who attend class. However, if a student is more than 5 minutes late to class, five points will be deducted; 10 points if the student misses more than half the class, etc. To discourage tardies, three tardies will equal an absence. 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, the use of cooperative learning, and the fact that I am training future teachers who are expected to show up for work every day, it is important for students to be punctual and attend EVERY class. Consequently, after a student misses more than three 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). *Please do NOT interpret this to mean that you have “permission” to miss THREE times without penalty! Also, 3 tardies = 1 absence! Don’t be late!

Daily Assignments will include researching topics on the internet, completing study guides, making presentations in class (mini-teaches), and completing daily activities in and out of class. Points will vary for each assignment. All daily assignments are due at the beginning of the class session. I use a lot of cooperative learning activities that are dependent upon that homework being completed, so please bring your completed assignments to class on their respective due dates. Late daily work will not be accepted for point credit.

Quizzes/Projects (2/3 of the total grade): Projects will include the Teacher Resource Notebook, Lesson Plan Modules, an in-depth social studies unit plan, 30 minute mini-teach, etc. Rubrics will be used to assess these performance-based activities and will be given to students prior to the projects’ due dates. Projects (except for Teacher Resource Notebook) may be turned in late; however, 10% of the total points will be deducted for each day it is late, including weekends. Please note: projects turned in late may not be graded as promptly as those turned in on time.

PLEASE NOTE: Students who will miss class because of a school-related activity must turn in their assignments before the class session they will miss. Daily assignments not turned in before class will receive a zero while projects turned in late will lose 10% of the total points for each day they are late, including weekends.

Make-up Work Policy: Students who are absent must follow the procedures listed below if they wish to receive points for their daily assignments and/or projects and modules.

All make-up work MUST be given to me, Mrs. Schaefer, or to one of the social sciences secretaries so the date and time can be written on the make-up work. Make-up work without this information will NOT be accepted!

Daily Assignments, Modules, and Projects: Students who are absent for non-school related activities must turn in the assignment, module, and/or project by 3:00 p.m. the day after the assignment was due. If the assignment, module, or project isn’t turned in by 3:00 p.m. the day after it is due, 10% of the total points will be deducted for each day it is late, including weekends.
**Cell Phones:** Students who use their cell phones in class will lose attendance points for the 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! 😊

**Incomplete Course Grades**
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>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90 - 100%</td>
<td>A</td>
</tr>
<tr>
<td>89 - 87%</td>
<td>B+</td>
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<tr>
<td>86 - 84%</td>
<td>B</td>
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<tr>
<td>83 - 80%</td>
<td>B-</td>
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<tr>
<td>79 - 77%</td>
<td>C+</td>
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<tr>
<td>76 - 74%</td>
<td>C</td>
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<tr>
<td>73 - 60%</td>
<td>D</td>
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<tr>
<td>59% or below</td>
<td>F</td>
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*Please note that in order to pass this class with the required minimum grade of “C, you must earn 74% or better! Also, due to the large number of students in our BSE program, students who do not earn a passing grade in SS 460 will NOT be allowed to repeat SS 460 the following semester. They have to wait one semester before they can retake the course. Therefore, if you are truly committed to becoming a social studies teacher, please make this class a priority and earn that passing grade!*

**Contacting the Instructor (dmallein@emporia.edu)**
If at any time you have questions about this course or its assignments, please feel free to email me or set up an appointment to visit with me in my office. I prefer email to phone calls, so if you want a response, EMAIL! I don’t like to play phone tag!

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**University Guidelines & Procedures**

**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](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](http://www.emporia.edu/regist/enroll/syll.htm) FOR THE REQUIRED SYLLABUS ATTACHMENT.