Course Description: The purpose of this course is to improve the teaching of secondary social sciences by discussing current trends in social studies education and applying current research-based theories and pedagogy to the 6-12 social studies classroom.

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, the students will be able to:
1) discuss current trends in education and how they apply to Candidates’ social studies classrooms.
   Meets Teachers College Conceptual Framework: Knowledge 7 and Dispositions 3, 4, and 6

2) discuss brain-compatible learning principles and strategies and provide examples of how this information can be applied to the social studies classroom.
   Meets Teachers College Conceptual Framework: Knowledge 7 and Dispositions 3, 4, and 6

3) create lesson plans that incorporate research-based brain-compatible learning strategies and pedagogy.
   Meets Teachers College Conceptual Framework: Knowledge 1, 5, 6, 7, 8, 9, 11, 12, 13, 14, and 15; Practical Ability 2, 4, 5, 7, 9, 11, 13, 15, 17, and 18; Dispositions 3, 4, 5, 7, 8, and 10.

4) provide a rationale for the strategies they use in their social studies classrooms and written lesson plans that reflect current trends and research-based pedagogy.
   Meets Teachers College Conceptual Framework: Knowledge 8, 9, 12, and 13; Practical Ability 2, 5, 7, and 9; Dispositions 3, 5, and 9
5) collaborate with classmates to make oral presentations to their peers about brain-compatible research and effective teaching strategies.

*Meets Teachers College Conceptual Framework: Knowledge 5, 7, 12, and 17; Practical Ability 1, 4, 16, and 17; and Dispositions 1, 3, 11, and 12*

6) conduct a formal presentation (mini-teach) that demonstrates how to use different types of primary sources in the social studies classroom.

*Meets Teachers College Conceptual Framework: Knowledge 5, 7, 8, 9, and 11; Practical Ability 1, 2, 4, 9, 11, 13, 15, and 16; and Dispositions 3 and 5*

7) reflect on current and future classroom practices with emphasis on instructional strategies and assessments.

*Meets Teachers College Conceptual Framework: Knowledge 5, 7, 8, 9, 12, 14, 15, and 18; Practical Ability 2, 9, and 17; and Dispositions 3, 4, 5, 6, 7, 9, and 10.*

**Class Guidelines and Procedures**

**Contact Information for Dr. Darla Mallein**

**Office:** PH 411 E  
**Phone:** Office - (620) 341-5461  Home - (620) 343-9637  
**Email:** dmallein@emporia.edu (This is my preferred method of contact.)

**Required books for this course:**


Vest, Kathleen (2007). Using Primary Sources in the Classroom. Huntington Beach, CA: Shell Education

**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** - Due to the hands-on nature of this course and the condensed format of this summer school class, it is imperative that students attend all class sessions. 10 points per hour we spend in class will be awarded each day for attending class and participating in class activities and discussions.

**Daily Assignments/Homework** will include researching topics on the internet, completing study guides, creating short-term lesson plans, making informal presentations to the class, etc. Assignments posted on Blackboard are due on days listed on assignment. Points will vary for each assignment. No late work will be accepted for points.

**Formal Projects: (2/3 of the total grade):**

No written tests will be given throughout the course; however, students will demonstrate their knowledge of the theories covered in class by conducting team-teaches and individual mini-teaches on various instructional strategies and a formal mini-teach on how to teach with different kinds of primary sources. Students will also create several lesson plans that require them to apply the theories and research-based strategies covered in the course. A final reflective essay will also be required.
**Grading Scale:** 90-100% A; 80-89% B*; 70-79% C; 60-69% D; 59% and lower F.

*Keep in mind that any course used to complete the MAT program must result in a B grade or higher.*

**Academic Dishonesty:**
Academic dishonesty, such as cheating and/or plagiarism, will not be condoned. Policies of the Social Sciences Department, the College of Liberal Arts and Sciences, and Emporia State University, will be adhered to by the instructor.

**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.