COURSE SYLLABUS

I. Division: Teacher Education Division
   Program Area: Elementary Education
   Course # and Title: ELE 3600/6600
   Section #: 004
   Term/Year: Fall 2015
   Location: Room 48 College of Education
   Day: Tuesdays  Time: 9:35 am – 12:20 pm

II. Instructor: Dr. Chavon Jackson, Clinical Assistant Professor and Director of Accreditation
    Office Location: 235 COE
    Office Hours: Tuesdays 1 – 4 pm and by appointment
    Office Phone: (313) 577-0353
    Email: al8046@wayne.edu

III. COURSE DESCRIPTION

IV. COURSE OUTCOMES
    1. Recognize and examine the disciplines that make up the social studies as well as foundational documents of social studies education. InTASC Standard #4-5: Content Knowledge and Application of Content (evidenced by assignments A, B, C, D)
    2. Experience and demonstrate innovative teaching practices and collaboration, including effective classroom/group management skills. InTASC Standard #8, 10: Instructional Strategies, Leadership and Collaboration (evidenced by assignments A, B, C, D, E)
    3. Understand and demonstrate respect and appreciation for human diversity in the content taught and the ability to work with others within and outside the classroom to recognize the needs of diverse populations. InTASC Standard #4: Content Knowledge (evidenced by assignment A, B, C, D, E)
    4. Demonstrate the personal use of technology as well as incorporate it into planning and instruction. InTASC Standard #5, 8: Application of Content and Instructional Strategies (evidenced by assignments A, B, C, D, E)
    5. Develop a personal conceptual framework or philosophy based on research, best practice, and reflection while speaking to current educational issues (evidenced by assignments A, B, C)
    6. Become familiar with professional organizations and opportunities in the field of social studies education. InTASC Standard #10: Leadership and Collaboration. (evidenced by assignment A)
V. COURSE TEXTS AND TOOLS

Required Text

Textbook

Supplemental Resources
Council of Chief State School Offices (CCSSO) (2013). InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0


Michigan Department of Education. Grade Level Content Expectations, Social Studies, K-8.


Here is the link to *The Social Studies*, a practitioner journal, which can be accessed through the WSU Library portal (you will need to login with username and password).


Additional required texts and multimedia will be made available through the course Blackboard site.

Digital Tools & Technology Support

If you need support with various technologies, please contact Computing & Information Technology (C&IT) Help Desk via their website http://computing.wayne.edu/helpdesk/ or by phone (313) 577-4778.

- Students will be expected to use Blackboard (www.blackboard.wayne.edu) in order to access course documents, assignments, and announcements.

Religious Observance Policy

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

VI. EVALUATION OF STUDENT LEARNING
ASSIGNMENTS

A. Participation
   1. Weekly Attendance (5 points)
   2. Assignment #1: Autobiographical Presentation (5 points)
   3. Assignment #2: 5 Written Responses to the each of the Reflective Questions at the end of each Chapter in Textbook (5 points)
   4. Assignment #3: 10 Written Reflections and/or Responses to Classroom Assignments and Discussions (5 points)

B. Assignments #4 & #5: Two Social Studies Practitioner Article Reviews (1 provided and one of your choice)

C. Assignment #6: 3-5 Page Written Social Studies Article: Innovative Clinical Practice

D. Assignment #7: 5 Day Unit Plan with Summative Assessment and 4 Day Homework Packet
   1. #7a: Summary Pages
   2. #7b: Day One: History Lesson Plan
   3. #7c: Day Two: Economics Lesson Plan
   4. #7d: Day Three: Geography Lesson Plan
   5. #7e: Day Four: Political Science Plan
   6. #7f: Day Five: Summative Assessment
   7. #7g: 4-Day Homework Packet and Home Communication Letter

E. Assignment#8: ELE 3600/6600 Final Portfolio
   1. Cover Page
   2. All Assignments listed above
   3. Shared in Class
   4. 2 page Written Reflection on Content and Pedagogical Knowledge Learned During Course

TOTAL POINTS

Teacher Education Division Grading Policy

Teacher Education Division faculty members strive to implement assessment measures that reflect a variety of strategies in order to evaluate a student’s performance in a course. For undergraduates and post-bachelor students, C grades will be awarded for satisfactory work that satisfies all course requirements; B grades will be awarded for very good work, and A grades will be reserved for outstanding performance. For graduate students, B grades will be awarded for satisfactory work that satisfies all course requirements; B+, grades will be awarded for very good work, and A grades will be reserved for outstanding performance. Please note that there is a distribution of grades from A-F within the College of Education and that plusses and minuses are recorded and distinguish distinct grade point averages.

Undergraduate Grading Scale Percentages & Letter Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
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<tr>
<td>A-</td>
<td>90 – 92</td>
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<tr>
<td>A+</td>
<td>87 – 89</td>
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<tr>
<td>A</td>
<td>83 – 86</td>
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<tr>
<td>B-</td>
<td>80 – 82</td>
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<tr>
<td>B</td>
<td>77 – 79</td>
</tr>
<tr>
<td>C</td>
<td>73 – 76</td>
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<tr>
<td>C-</td>
<td>72-70</td>
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<tr>
<td>D</td>
<td>69-67</td>
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<tr>
<td>D+</td>
<td>66-64</td>
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<tr>
<td>D</td>
<td>63-60</td>
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<tr>
<td>F</td>
<td>59 or below</td>
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Graduate Grading Scale Percentages & Letter Grades

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<th>Grade</th>
<th>Percentage</th>
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<td>A</td>
<td>93 – 100</td>
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<tr>
<td>A-</td>
<td>90 – 92</td>
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<td>A+</td>
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<td>A</td>
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<tr>
<td>B-</td>
<td>80 – 82</td>
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<tr>
<td>B</td>
<td>77 – 79</td>
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<tr>
<td>C</td>
<td>73 – 76</td>
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<tr>
<td>C-</td>
<td>72% or below</td>
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Note on Incomplete Grades

The mark of "I" (Incomplete) is given when a student has not completed all the work for a class and it is determined by the student and the course instructor that the student will be unable to complete the work prior to the date that semester course grades are due to be submitted to the university.
note that instructors have the right to make the final decision about awarding an “Incomplete.” The use of the grade of Incomplete (“I”) is not routine and is limited to only those extreme circumstances that cause disruptions that are beyond the student’s control so that s/he could not complete the required course work by the end of the semester.

**Withdrawal Grades**

- **WP** will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested.
- **WF** will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested.
- **WN** will be awarded if no materials have been submitted as a basis for a grade.

**VII. ASSIGNMENTS & SCORING RUBRICS**

A. **Participation**

1. Weekly Attendance (5 points)
   Prompt and regular attendance is required. Each student’s presence and participation in every class is essential to the success of the class. Active participation in both large and small group discussions is expected. Active participation is identified as attending and preparing for class, initiating, sharing and responding to experiences, ideas, and observations about social studies education.

2. Assignment #1: Autobiographical Presentation (5 points)
   - **InTASC Alignment: Standards 1 and 10**
   - **NCSS Alignment: Standards 1 and 3**
   - Via In-Class Presentation with Visuals
   The purpose of the first assignment is to communicate a ‘snapshot’ description of you. The goal of this assignment is that you will continue to reflect on your interests, both academically and personally; that the other members of the class learn the unique aspects we all bring; and that I may prepare coursework and classroom discussions with your input in mind. Every opportunity we have to learn specific aspects about our students provides a rich opportunity to help us to differentiate our classroom experiences in order to meet the needs of all learners (InTASC 1; NCSS #1, 3).
   Additional details are available in the Contents/Participation folder.

3. Assignment #2: 5 Written Responses to the each of the Reflective Questions at the end of each Chapter in Textbook (5 points)
   - **InTASC Alignment: Standards 5 and 9**
   - **NCSS Alignment: Standard 4**
   The purpose of the second assignment is deeply reflect on the concepts and content available in your textbook. For each chapter, you are asked to respond to the Reflective Questions at the end of each chapter (p. 18, 49, 77, etc.) Bring your responses to class as we will begin each course with a Reflective Discussion about these questions either in groups or as a class. You will include at least 5 Reflective Question responses in your Social Studies Portfolio.

4. Assignment #3: 10 Written Reflections and/or Responses to Classroom Assignments and Discussions (5 points)
   - **InTASC Alignment: Standards 5, 7 and 8**
   The purpose of the third assignment is to demonstrate your ability to construct and build upon knowledge, skills and performance in Elementary Social Studies. During each session, there will be a discussion and then time to apply the content. We will practice using strategies, implementing content, and demonstrating proficiency in instructional practice either in actual clinical experiences.
or in written assignments. If we are in clinical practice and you have no written work, you are asked to write 2 paragraph summary of what occurred during each Session. This section of ELE 3600/6600 is partnering with University Preparatory Academy Math and Science to provide opportunities for both you and the students there to build upon knowledge within social studies curriculum. Ms. Kimberly Phillips Solomon, the principal at UPSM, is very excited to be collaborating with us. The phone number at the school is (313) 782-4400. The school’s address is 2251 Antietam, Detroit, MI 48207. Their website is http://upsm.uprepschools.com/upsm-elementary/.

**Participation Rubric**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Distinguished</th>
<th>Proficient</th>
<th>Basic</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weekly Attendance</strong></td>
<td>4 Points – Attends all but one or two sessions. Is actively engaged in class meetings. Contributes often to class dialogue and activities with substantial critical thinking.</td>
<td>3 points – Attends all but one or two sessions. Is actively engaged in class meetings. Contributes often to class dialogue and activities, sometimes at critical thinking levels.</td>
<td>2 points – Attends all but two or three sessions. Is sometimes engaged in class meetings. Contributes infrequently to class dialogue and activities, rarely at critical thinking levels.</td>
<td>1 point – More than 3 sessions which will result in failing the course. Is disengaged from class meetings. Does not contribute to dialogue and activities.</td>
</tr>
<tr>
<td><strong>Autobiographical Presentation With Visuals</strong></td>
<td>5 points – All 7 points are visually shared in class. Presentation is well thought out and engaging.</td>
<td>4 points – All 7 points are visually shared in class. Presentation is engaging.</td>
<td>3 points – All 7 points are visually shared in class. Presentation is simple.</td>
<td>Less than 3 points – Some components are missing. Presentation is rushed and not well thought out.</td>
</tr>
<tr>
<td><strong>5 Written Responses to Reflective Questions in Textbook</strong></td>
<td>5 points – 5 reflective question sets from the texts are provided. Responses are deeply thoughtful and well written, generally 2 paragraphs or more for each question.</td>
<td>4 points – 5 reflective question sets from the text are provided. Responses are thoughtful and well written, generally 1-2 paragraphs for each question.</td>
<td>3 points – 4-5 reflective question sets from the text are provided. Responses are provided and well written, generally 1 paragraph or less.</td>
<td>1-2 points – Less than 4 reflective questions sets from the text are provided. Responses are minimal in basic written skills, generally less than 1 paragraph.</td>
</tr>
<tr>
<td><strong>10 Written Reflections and/or Responses to Classroom Assignments and Discussions</strong></td>
<td>5 points – 10 or more session summaries and/or responses to the assignments are provided. Content is thorough and represents active practice in each session.</td>
<td>4 points – 10 session summaries and/or responses to the assignments are provided. Content is representative of the work completed in each session.</td>
<td>3 points – 8-9 session summaries and/or responses to the assignments are provided. Content basically shows some work was completed in each session.</td>
<td>1-2 points – Less than 8 session summaries and/or responses to the assignments are provided. Content is minimal.</td>
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</table>

**B. Assignments #4 & #5: Two Social Studies Practitioner Article Reviews (1 provided and one of your choice)**

**InTASC Alignment: Standard 9**

**NCSS Alignment: Standard 4**

The purpose of this assignment is to engage in ongoing professional learning and use the knowledge to continually evaluate your practice (INTASC #9). Teachers should seek meaningful professional learning experiences on a continuous basis throughout their career. One such experience is reading and reflecting upon current research in the area of concentration. For this assignment, you will be asked to I. Describe; II. Analyze; and III. Provide implications to your teaching practice for two social studies themed articles. One article is provided in Blackboard Contents/Social Studies Article Reviews folder: Goble, K., Johnson, E., Liu, K. (2015) Mantle of the Expert: Integrating Dramatic Inquiry and Visual Arts in Social Studies, The Social Studies, 106:5, 204-208.
The article shares one instructional strategy the authors found exciting for their Elementary Social Studies classes. There is an entire website devoted to the Mantle of Expert which offers lesson planning using this particular format. The other article is one that you will choose. I have provided a link in Blackboard to a journal called The Social Studies, which has many volumes of articles to choose. There are other links provided by our librarian, Mrs. Veronica Bielat on Blackboard in the Contents/Social Studies Article Review. Using APA format, you are asked to write a 2-3 page article review with the goal of adding strategies and knowledge to your own practice.

**Article Review Rubric**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Distinguished – 10 points</th>
<th>Proficient – 8-9 points</th>
<th>Basic – 7 points</th>
<th>Unsatisfactory – 6 points or less</th>
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<tbody>
<tr>
<td>Description</td>
<td>Review clearly describes the background, denotes specific points of interests and carefully details the concluding points of the article. Generally, 2-3 paragraphs.</td>
<td>Review mainly describes the background, denotes general points of interests and details the concluding points of the article. Generally, 2 paragraphs.</td>
<td>Review briefly describes the background, denotes a few points of interests and provides the concluding point of the article. Generally, less than 2 paragraphs.</td>
<td>Review barely describes the background, denotes one or two points of interests and provides the concluding point of the article. Generally, less a paragraph or less.</td>
</tr>
<tr>
<td>Analysis</td>
<td>Review clearly critiques multiple ideas of the article. It critically explains the extent to which the article offers contribution to knowledge in the Social Studies discipline.</td>
<td>Review mainly critiques multiple ideas of the article. It generally explains the extent to which the article offers contribution to knowledge in the Social Studies discipline.</td>
<td>Review basically critiques one or two ideas of the article. It briefly addresses the extent to which the article offers contribution to knowledge in the Social Studies discipline.</td>
<td>Review barely critiques multiple ideas of the article. It does not address the extent to which the article offers contribution to knowledge in the Social Studies discipline.</td>
</tr>
<tr>
<td>Implications for Teacher Practice</td>
<td>Review articulates your thoughts on the article in a clear and detailed manner. Discusses what you learned from reading the article or ideas you might use in your practice in the future.</td>
<td>Review articulates your thoughts on the article in clear manner. Discusses what you learned from reading the article or ideas you might use in your practice in the future.</td>
<td>Review provides a brief mention of thoughts, but did not elaborate. No mention of learning from reading the article.</td>
<td>Review offers little to no mention of your thoughts. There is little to no mention of learning from reading the article.</td>
</tr>
<tr>
<td>Professional Writing</td>
<td>It is expected that the writing throughout the assignment will follow the conventions of spelling, grammar, and mechanics appropriate for the academic English required of teachers, using APA format. Points may be deducted for these errors. However, if the assignment needs substantial improvement in these areas, it will not be accepted for grading.</td>
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C. 3-5 page Written Article: Innovative Clinical Practice

InTASC Alignment: Standard # 9 and 10

The purpose of the writing an article is to apply and contribute your knowledge of instructional practice during your clinical experience. It provides an opportunity to grow as a writer and may set the stage for future publications. Using the same format used in preparing your Article Reviews, you are asked to write about one of your most rewarding experiences working with P-8 students. You may want to highlight a strategy that helped students meet the outcomes or discuss an instructional tool that worked well and engaged the students; or even discuss a differentiated instructional success moment. These are just a few examples and details of the assignment will be provided in the Blackboard Contents/Written Article folder.

**Written Article Rubric**
### Assignment #7: 5 Day Unit Plan with Summative Assessment and 4 Day Homework Packet

1. **#7a**: Summary Pages  
2. **#7b**: Day One: History Lesson Plan  
3. **#7c**: Day Two: Economics Lesson Plan  
4. **#7d**: Day Three: Geography Lesson Plan  
5. **#7e**: Day Four: Political Science Plan  
6. **#7f**: Day Five: Summative Assessment  
7. **#7g**: 4-Day Homework Packet and Family Communication Letter

**InTASC alignment: Standards 1-8**

The purpose of this assignment is to experience teacher planning and identify strategies, resources and tools for the creation of an effective unit plan. This assignment will challenge educators on developing social studies content and providing successful pedagogical standards (InTASC Standards 4, 5). The assignment requires that preservice candidates create a Summary Cover; Homework/Family Communication letter; and assessment (InTASC Standards 6, 7, 8, 10). A template for the summary cover and detailed tasks for this assignment are available through Blackboard Content/Unit Plan folder. The Family Communication Letter is a way to communicate with the student's parent/guardian about the week's goals, outcomes and exciting activities. As part of the unit plan, you will develop 4 lesson plans. Lesson plans are the basis for effective instruction. The purpose of planning is to create an instructional framework for: a) organizing content, learning activities, and materials; b) assessing students' progress; and c) reflecting on and evaluating one's own teaching.
**Unit Plan Rubric**

<table>
<thead>
<tr>
<th>I. SUMMARY PAGES</th>
<th>Proficient 18-20 points</th>
<th>Basic/Developing 14-17 points</th>
<th>Unacceptable 12 points or less</th>
<th>Score</th>
</tr>
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<tbody>
<tr>
<td>Summary Pages include all requirements (see template sheet on Bb). It is neat, creatively artistic, includes visuals and thoughtfully presented.</td>
<td>Pages are missing some requirements. It meets the basic requirements, may have some visual representation and is fit for the assignment.</td>
<td>There are key items missing or there is no summary page.</td>
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| II. UNIT PLAN WSU Lesson Plan format | Format is identical to the WSU Lesson plan format as provided. There are 4 lesson plans for 55-min block. Each lesson plan has been edited and remastered to reflect learning throughout the course and standard teaching practices. | Format has some components of the WSU format and may be missing lesson plans. The lesson plans reflect developing skills in standard teaching practices. | Format has few or no components of the WSU lesson plan format. The lesson plans have not been edited and do not meet the criteria that reflects standard teaching practices. | |
| Outcome-based Objective GLCEs | Objectives are outcome oriented and leads to performance that can be measured. GLCEs are aligned to each objective. | Objectives are provided; however they are vague or immeasurable; or GLCEs are not aligned. | Objectives are insufficient in planning a day’s lesson and/or no GLCE is provided. | |
| Procedures/Development | The steps/procedures clearly describe how the lessons will be implemented in class. | The steps/procedures have missing parts that make the lesson plan questionable for implementation. | There are too few procedures for clear implementation. | |
| Formal Assessment | Assessment Document is included in the form of mini quiz, written assignment, worksheet, project, debate or presentation. | Assessment is mentioned; however, is not included. | There is no mention of formal assessment. | |
| Homework Packet | A minimum of 4 homework assignments are provided. | Either are not provided or there is no rationale. | There are insufficient homework assignments available in the unit plan. | |

III. PRESENTATION

| TOTAL POINTS | | | | |
E. Assignment#8: ELE 3600/6600 Final Portfolio

InTASC Alignment: Standard #10

1. Cover Page
2. All Assignments listed above
3. Shared in Class
4. 2 page Written Reflection on Content and Pedagogical Knowledge Learned During Course

The purpose of the ELE 6600 Final Portfolio is to document and compile your work to demonstrate growth in the course. As you continue throughout the professional teaching sequence, it will be important to highlight key points in your experience. You may be amazed at what you have accomplished and even consider sharing along the way. You have the option of creating an E-portfolio by providing a link via Blackboard—please ensure that the link works prior to the end of the course and I am willing to check for you if you email me and ask for confirmation. You may also complete the portfolio in writing.

Final Portfolio Rubric

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<tbody>
<tr>
<td>Cover Page</td>
<td>All components are included in a neat fashion. It exemplifies your attention to details and reflects a body of work of which you are proud.</td>
<td>All components are included in a neat fashion. It demonstrates your attention to details and reflects a body of work that shows your proficiency.</td>
<td>All components are included. It provides some details and reflects a body of work that shows you finished the assignment.</td>
<td>Some of the components are missing. It reflects a body of work that does not satisfy the conditions of the portfolio.</td>
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<tr>
<td>Autobiographical Statement</td>
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<tr>
<td>Written Responses to Reflective Questions in Text</td>
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<tr>
<td>Written Reflection/Responses to Class Assignments</td>
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<td>Article Reviews</td>
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<tr>
<td>Unit Plan</td>
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<tr>
<td>Reflection on ELE 6600 Course</td>
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Writing Center: The Wayne State University Writing Center is a resource for students who would like some additional support with their academic writing. If you would like more information about scheduling a writing tutor, you can reach the center at (313) 577-2544, or make an appointment online at: [http://clas.wayne.edu/writing/OnlineSchedulingInstructions](http://clas.wayne.edu/writing/OnlineSchedulingInstructions)

The Warrior Writing Research and Technology Zone: The WRT Zone (2nd floor, Undergraduate Library) provides individual tutoring consultations, research assistance from librarians, and technology consultants, all free of charge for graduate and undergraduate students at WSU. The WRT Zone serves as a resource for writers, researchers, and students’ technology projects. Sessions are run by undergraduate and graduate tutors, last up to 50 minutes, and tutors will work with students from initial idea development for an assignment all the way to the final draft of the assignment. Tutoring sessions focus on a range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The WRT Zone is not an editing or proofreading service; rather, tutors work collaboratively with students to support them in developing relevant skills and knowledge, from developing an idea to editing for grammar and mechanics.

Plagiarism

Wayne State University’s Libraries have created a helpful resource for understanding and avoiding plagiarism: [http://library.wayne.edu/blog/instruction/tag/plagiarism/](http://library.wayne.edu/blog/instruction/tag/plagiarism/)
The official University policy regarding plagiarism can be found on the Dean of Student’s website: http://www.doso.wayne.edu/academic-integrity.html. Academic misbehavior means any activity that tends to compromise the academic integrity of the institution or subvert the education process. All forms of academic misbehavior are prohibited at Wayne State University, as outlined in the Student Code of Conduct. Students are expected to be honest and forthright in their academic studies. Students who commit or assist in committing dishonest acts are subject to downgrading and/or additional sanctions as described in the Student Code of Conduct. Faculty and students are responsible for knowing the different forms of academic dishonesty as well as for being aware of the Student Code of Conduct.

Other Support

Pursuing a university education is an exciting time in one’s life, but it can also be stressful. If you would like support, the University’s Counseling and Psychological Services (CAPS) provides free and confidential counseling for registered students. You can reach them during daytime hours at (313) 577-3398, and through their CAPS After Hours Crisis Line at (313) 577-9982 during evenings, weekends, and holidays. They are located at 5221 Gullen Mall, Room 552 Student Center Building. Their website is http://www.caps.wayne.edu. Their motto is “We are here if you need to talk... about anything.”

COURSE CALENDAR

NOTE: Readings and assignments must be completed before class so that you’re ready to discuss them, engage in critical thinking about them, and build on them during in-class activities.

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings &amp; Assignments</th>
<th>Guiding Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk. 1 9/8</td>
<td></td>
<td>Class introduction&lt;br&gt;Course overview and syllabus&lt;br&gt;Preparing for the MTTC&lt;br&gt;<a href="https://www.240tutoring.com/mttc-michigan/elementary-education-103/">https://www.240tutoring.com/mttc-michigan/elementary-education-103/</a>&lt;br&gt;Question: How are you preparing for the MTTC? When is it a good time to take the test?</td>
</tr>
<tr>
<td>Wk. 2 9/15</td>
<td>Chapter 1: Elementary Social Studies&lt;br&gt;&lt;strong&gt;Due:&lt;/strong&gt; Autobiographical Write-Up and Presentation</td>
<td>Sharing your Story: How Learning about your Students help to meet the needs of individual learners&lt;br&gt;What is Social Studies?&lt;br&gt;InTASC Standards&lt;br&gt;NCSS Standards&lt;br&gt;Michigan GLCEs</td>
</tr>
<tr>
<td>Wk. 3 9/22</td>
<td>Chapter 2: Building a Learning Community</td>
<td>WSU COE Lesson Plan Format&lt;br&gt;Building upon the Strengths of Your Students</td>
</tr>
<tr>
<td>Wk. 4 9/29</td>
<td>Chapter 3: Power Social Studies&lt;br&gt;&lt;strong&gt;Due:&lt;/strong&gt; History Lesson Plan 1st Draft</td>
<td>Social Studies Content Knowledge&lt;br&gt;Preparing for the MTTC&lt;br&gt;<a href="https://www.240tutoring.com/mttc-michigan/elementary-education-103/">https://www.240tutoring.com/mttc-michigan/elementary-education-103/</a></td>
</tr>
<tr>
<td>Wk. 5 10/6</td>
<td>Chapter 4 &amp; 10: Social Studies Planning Tools and Strategies</td>
<td>Introduction to Lesson Planning&lt;br&gt;Instructional Strategies for Planning&lt;br&gt;*U Prep Clinical Practice</td>
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<tr>
<td>Wk. 6 10/13</td>
<td>Chapter 5: History</td>
<td>Developing Outcomes&lt;br&gt;*U Prep Clinical Practice</td>
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<tr>
<td>Wk. 7 10/21</td>
<td>Chapter 6: Geography and Anthropology&lt;br&gt;&lt;strong&gt;Due:&lt;/strong&gt; History Lesson Plan 2nd Draft</td>
<td>Locations, Maps and More&lt;br&gt;*U Prep Clinical Practice</td>
</tr>
<tr>
<td>Wk. 8 10/27</td>
<td>Ch. 7: Political Science, Civics and Economics&lt;br&gt;&lt;strong&gt;Due:&lt;/strong&gt; Geography Lesson Plan</td>
<td>Public Discourse&lt;br&gt;*U Prep Clinical Practice</td>
</tr>
</tbody>
</table>
| Wk. 9 11/3 | Ch. 14: Research  
**Due:** Economics Lesson Plan  
**For Homework:** Complete Political Science Lesson Plan | Practitioner Articles in Social Studies  
Selection of Article for Review  
Writing Publishable Articles  
**Prep Time for Political Science Lesson Plan (Due in Unit Plan)** |
| Wk. 10 11/10 | Ch. 9 & 11: Assessments  
**Due:** Article Review #1 & 2 | Accurately Measuring Outcomes  
*U Prep Clinical Practice* |
| Wk. 11 11/17 | Ch. 10: Innovative Strategies for Social Studies Content  
**Due:** Unit Plan Cover Page and Summative Assessment | Innovative Instructional Practice Part #1  
Meaningful Homework  
*U Prep Clinical Practice* |
| Wk. 12 12/1 | Ch. 12 & 13: Curriculum  
**Due:** Unit Plan Homework Packet | Innovative Instructional Practice Part #2 |
| Wk. 13 12/8 | **Due:** Innovative Clinical Practice Article | **Unit Plan Final Preparation Day – Edit all Lesson Plans** |
| Wk. 14 12/15 | Unit Plan Sharing  
**Due:** Unit Plan/Social Studies Portfolio | Course Evaluation |
| **FINALS MONDAY 12/21 9:35 a.m.** | | **In the event we are not able to meet 12/15, Finals Day is reserved to close the course.** |
InTASC MODEL CORE TEACHING STANDARDS AT-A-GLANCE

The Learner and Learning

- **Standard #1 Learner Development**: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

- **Standard #2 Learning Differences**: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

- **Standard #3 Learning Environments**: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

- **Standard #4 Content Knowledge**: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

- **Standard #5 Application of Content**: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

- **Standard #6 Assessment**: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

- **Standard #7 Planning for Instruction**: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

- **Standard #8 Instructional Strategies**: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

- **Standard #9 Professional Learning and Ethical Practice**: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

- **Standard #10 Leadership and Collaboration**: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.