EDU 345
SOCIAL STUDIES IN THE ELEMENTARY SCHOOL
Course Syllabus – Spring 2013 trimester

“Our mission is to prepare teachers who are caring, reflective decision makers.”


INSTRUCTOR: Leslie M. Provost e-mail: leslie.provost@wmcarey.edu Phone: 601.694.5436 Office Hours: Appointment only

MEETING TIME/PLACE: Tuesday/ Thursday-1:00-3:00/ WCU Fairchild Hall -109

OFFICE HOURS: Students are encouraged to contact Mrs. Provost by email (preferably) or phone as needed.

AMERICANS WITH DISABILITIES ACT
Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations, should contact Student Support Services on the Hattiesburg Campus, Student Services on the Traditional Campus, and the Director of Pre-Nursing on the New Orleans campus.

ACADEMIC INTEGRITY
William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which includes personal honesty and mutual trust. The college places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, and could lead to suspension or dismissal from the university. A full explanation of the procedures for responding to instances of academic dishonesty are contained in the university’s Policies and Procedures manual and in the student handbook, *The Lance*.

DISASTER PLAN

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website http://wmcarey.edu, and sent via automated process to YOUR WCU STUDENT EMAIL ADDRESS. Specific information regarding the continuation of coursework will be posted on the university’s course management system at elearning.wmcarey.edu. For up-to-the-minute alerts
regarding emergency situations, sign up to receive notifications through SaderWatch, the WCU emergency text message service. Sign up instructions can be found under current students on the WCU homepage.

In case of a closed campus WITH internet access, all courses will shift to D2L or email delivery of assignments. Follow all assignments in the syllabus and send them via D2L, or email to your professor.

In case of a closed campus with NO internet access, follow all directions in the syllabus for the completion of all course assignments. Completed assignments should be packaged in due date order for delivery to the campus once the campus has reopened. These assignments can also be sent by regular mail or email when possible.

COURSE DESCRIPTION: In this course the scope and sequence of the elementary social studies curriculum is examined. An emphasis is placed on the development of concepts and generalizations appropriate for the elementary child. (3 hours credit)

I. Purpose and Rationale:

This course is designed to give students who successfully complete it (a) an awareness of current, effective elementary practices, and (b) a theoretical background and foundation for teaching social studies in programs where students are actively engaged in thinking and doing. Preservice teachers need to understand their role as teachers who provide developmentally appropriate experiences which allow elementary students to learn successfully. Preservice teachers should become aware of the classroom practices that help prepare children to face the challenges of today’s world and the unusual conditions in the future. Preservice teachers need to realize there is no single right way to teach social studies, and that they must become concerned decision makers who develop techniques for guiding students in the social studies areas.

A theoretical belief in the interrelatedness of the social sciences is the basis of the course. The model commonly used to delineate the social studies and indicate the interrelationships among them suggests that all the social science disciplines and history form the base for the social studies and that all single disciplines should be integrated in a meaningful way. The social sciences and the humanities should be brought together for instructional purposes, and the fundamental goal of the social studies is citizenship education. The ability to think, reason, and act responsibly is an important component of citizenship education. Emphasis will be given to increasing the teaching of language arts as part of social studies education, as well as, inclusion of the performing arts. Attention is given to cognitive abilities, thematic planning, critical thinking, values, skills, and cooperative learning. The evaluation of social studies is examined and alternative assessment strategies are emphasized. The teacher as a decision maker is explored and there is greater significance placed on teaching-in-action.

II. Prerequisites:
HIS 101 & 102 or HIS 201 & 202 and six additional hours of social studies.

III. Course Goals:
The following major goals have been established for this course. The goals are to:

1. develop awareness of the social science disciplines and content that constitute the social studies curriculum;
2. develop an awareness of cognitive skills and instructional skills in each of the social studies disciplines;
3. develop an understanding of and strategies for planning for integrating the curriculum with emphasis on critical thinking, values, geographic education, history, and allied social studies;
4. develop an awareness of an interdisciplinary approach to the teaching of social studies with emphasis on the language arts and the performing arts as part of social studies instruction;
5. develop an understanding of planning for the culturally diverse and exceptional students in the area of social studies;
6. review current literature and technology available for teachers.

NOTE: Learning outcomes and course assignments (performance assessments) are developed based on current best practices and standards as recognized from the following sources: National Council for the Social Studies (NCSS); Interstate New Teacher Assessment and Support Consortium (INTASC); National Association for the Education of Young Children (NAEYC); Association for Childhood Education International (ACEI); M-STAR standards, and William Carey University – Content Frameworks (WCU-CF).

Students will:

1. discuss the issue of the social science disciplines in the social studies curriculum. (NCSS 1, 2, 3; INTASC 1, 7, 8; ACEI 1, 5; NAEYC 5; WCU 1, 2, 3).
   1.1 describe the interrelatedness of the social studies areas and how they form the social studies curriculum;
   1.2 demonstrate a personal model for teaching the social studies based on a synthesis of research and personal experience;
   1.3 read textbook and other materials as assigned;
   1.4 critique current literature related to social studies.

2. analyze various social science disciplines in the social studies. (NCSS 1, 2, 3; INTASC 1, 2, 4,7; ACEI 1, 2, 3; NAEYC 4; WCU 1, 2, 3, 4). Domain I- M-STAR
   2.1 describe the various content areas including geographic education, history, economics, political science (civics), anthropology, sociology, and environmental education;
   2.2 describe the incorporation of modern geography into the social studies curriculum by using mapping activities;
   2.3 demonstrate a repertoire of techniques for developing competencies which enhance thinking ability and organizing content to develop citizenship education and lifelong learning skills;
   2.4 describe how to incorporate maps and globes in the elementary classroom;
2.5 utilize newspapers, global education, environmental education, multicultural education, law-related education, AIDS, drug and alcohol education in the social studies;
2.6 utilize Microsoft software in the social studies.

3. demonstrate proficiency in integrating the curriculum with emphasis on language arts and performing arts (NCSS 1, 2, 3; INTASC 2, 6, 8; ACEI 2, 3; NAECY 4, 5; WCU 2, 3, 4, 5).
3.1 demonstrate the understanding of thematic planning for the social studies;
3.2 discuss and demonstrate ways to use cooperative learning, group discussion, learning centers, and individualized instruction.

4. model the role of the teacher as a decision maker (NCSS 1, 2, 3; INTASC 4, 9, 10; ACEI 2, 3, 5; NAECY 4, 5; WCU 2, 3, 4, 5). Domain III- M-STAR
4.1 demonstrate the use of problem solving and inquiry;
4.2 explain the role of critical thinking in the social studies;
4.3 explain how a teacher should go about planning with curriculum frameworks, guides and textbooks;
4.4 explain the process of inquiry and social studies;
4.5 develop a repertoire of teaching strategies for meaningful instruction;
4.6 trace the history of the social studies education.

5. compare techniques and methods for teaching social studies. (NCSS 1, 2, 3; INTASC 1, 4, 6, 5; ACEI 1, 2, 3, 5; NAECY 3, 4, 5; WCU 2, 3, 4, 5). Domain II – Assessment – M-STAR
5.1 discuss and evaluate instructional methods and materials appropriate for teaching each of the social studies areas;
5.2 explain the concept of assessment and how this concept affects curriculum and classroom practices;
5.3 identify features of a program which would facilitate social studies instruction;
5.4 explain or describe ways to develop an interdisciplinary approach to the teaching of the social studies:
5.4.1 demonstrate the use of children’s literature in a classroom that will result in the development of social studies skills;
5.4.2. describe activities for cooperative study, independent study, and the integration with music, dance, and other content areas;
5.4.3 demonstrate computers and technology use (internet and software) in the social studies.

6. describe techniques for adapting instruction in social studies to meet the needs of exceptional students and pupils in a linguistically and culturally diverse classroom. (NCSS 1, 2, 3; INTASC 2, 3, 7; ACEI 1, 2, 3, 4; NAEYC 3, 4, 5; WCU 4).
6.1 identify ways to meet the needs of a linguistically/culturally
diverse classroom through the use of social studies activities;
6.2 identify and demonstrate techniques for providing multicultural experiences in the classroom;
6.3 discuss the role of the teacher when teaching students with limited English proficiency, who speak nonstandard English, or who are exceptional in other ways;
6.4 identify methods and materials particularly appropriate for the instruction of exceptional children in the social studies.

7. prepare lesson plans related to selected social studies concepts (NCSS 1, 2, 3; INTASC 2, 3, 4 7; ACEI 1, 2, 3, 4; NAEYC 3, 4, 5; WCU 2, 3, 4,5, 6).

Domain VI - M-STAR
7.1 include children’s literature;
7.2 include an interdisciplinary approach;
7.3 conduct demonstrations of activities and lessons;
7.4 identify and demonstrate a repertoire of techniques in the social studies areas;
7.5 use software for preparing lesson plans.

NOTE: In order to meet the goals and student learning outcomes listed above, it is important that EDU 345 students study the various curriculum frameworks available from the Mississippi Department of Education and the National Council for the Social Studies. Subject area frameworks can be found at the following website: http://www.mde.k12.ms.us or Google Mississippi Department of Education and press the “Instructional Programs and Services” tab to find the frameworks. Common Core website: http://corestandards.org NCSS information can be found at: http://www.socialstudies.org/standards/teachers/voll/home.shtml.

IV: COURSE REQUIREMENTS (Performance Assessments): It is each student’s responsibility to adhere to the following expectations and complete assignments as scheduled. Points will be deducted for work turned in late. Work will not be emailed to instructor.

1. ATTENDANCE: Each class meeting is very important. This course is highly interactive. Lectures are brief, followed by activities and presentations. These in-class activities MAY NOT BE MADE UP FOR CREDIT. Promptness and attendance are vital characteristics which demonstrate commitment to your profession. There are no excused or unexcused absences; only your PRESENCE and PARTICIPATION will count. Points will be deducted for classes missed in addition to any assignments due at those class sessions. Exceptions are made for missing class due to WCU sponsored events; however, students must inform the professor prior to the absence, and assignments must be turned in prior to the absence.

Arriving late to class and/or leaving early two times will result in one absence.

2. ACTIVE PARTICIPATION: The success of the class will depend upon the degree to which all students participate. Students will be involved in large and small group activities; the higher the level of participation, the higher the level of learning.

3. TEXTBOOK PREPARATION: Carefully read the assigned chapters PRIOR to each class
meeting and complete all chapter assignments stated in the syllabus schedule. This will allow you to be prepared to participate in all discussions and succeed in classroom activities. Students will be assigned chapter reflections and specific chapter assignments. Reflections for chapters 1, 3, 5, 7 and 9 are assigned and students are expected to respond with a “3-2-1” reflection which includes the following TYPED information: a) list three ideas from the chapter that were meaningful to you; b) describe how you would use two chapter ideas in your future classroom; and c) include one question/concern that you have about some point in the chapter. Assignments for chapters 2, 4, 6, 8, and 10 will involve responding to key questions. All chapter questions will be given in the first week of class. (NCSS 1, 2, 3; INTASC 1, 3, 4, 5, 6, 7, 8; ACEI 1, 2, 3, 4; NAEYC 1, 3, 4, 5; WCU 1, 2).

4. “REAL SCHOOL” LESSONS: Use the professor’s lesson plan format/design and teach TWO original framework objective-based lessons to classes of elementary-age students (grades 1 – 8) under the supervision of two classroom teachers OF YOUR OWN CHOOSING. Choose two different grade levels. You should follow the professor’s lesson plan format and include all components to receive full credit. In addition, be sure to include teaching developmentally appropriate social studies skills from the following social studies areas: history, geography, civics, political science, economics, sociology and/or anthropology. The skills should be taught in an interdisciplinary manner, meaning that you must include at least two other subject areas in your lesson planning and presentation (language arts, science, math, the arts, comprehensive health, etc.). AT LEAST ONE OF THESE TWO LESSONS MUST BE DESIGNED AND PRESENTED TO GRADE FOUR OR ABOVE. Do NOT teach your lesson in a kindergarten class or above 8th grade. (NCSS 1, 2, 3; INTASC 1, 2, 3, 4, 5, 6, 7, 8, 10; ACEI 1, 2, 3, 4, 5; NAEYC 1, 2, 3, 4, 5; WCU 2, 3, 4, 5).

Your real school lesson plans must be submitted to the professor to grade before you share them with your chosen classroom teachers. Your previously graded lesson plans should be presented to your chosen classroom teachers for their approval PRIOR to actually presenting the lessons to the “real school” students. The original copy of your lesson plan, the corrected copy, the rubric, the classroom teacher’s evaluation, your personal reflection, etc., should be presented to the professor within three days following the lesson being taught. Points will be deducted if all that information is not turned in within the three day period. Lessons WILL NOT be emailed to the instructor.

NOTE: Your grades for the “real school” experiences come from the classroom teachers’ evaluations of your lesson presentations and the professor’s evaluation of your two lesson plans. These classroom teacher evaluation forms should be turned in to your professor within three days of your presentation of the lessons. It is your responsibility to get these evaluations from your “real school” classroom teachers in a timely manner. An envelope will be provided in which each classroom teacher can place your evaluation. If the classroom teachers wish to mail the evaluations to the professor, that is a choice given to them in the letter of introduction which you will present to each teacher during your first visit. There is also a letter of introduction to the school principal that you will present when you first enter each school. NOTE: You are expected to observe in each of the two chosen classrooms a minimum of two hours prior to teaching your lesson in order to familiarize yourself with the general classroom environment, acquaint yourself with
the students, their needs and levels of learning. This time of observation will be
documented and verified by the classroom teacher on each lesson evaluation form.

IT IS IMPORTANT TO SCHEDULE REAL SCHOOL LESSONS
WITH COOPERATING SCHOOLS/TEACHERS AS SOON AS
POSSIBLE IN THE TRIMESTER. DO NOT WAIT TO BEGIN THIS
SCHEDULING PROCESS. It may take several days/weeks to make contact
with a teacher to set up the observation time, which must be done prior to teaching
the lesson; therefore, do not procrastinate. You will be expected to turn in your two
“Real School” lesson plans when instructed by Mrs. Provost.

5. PERSONAL TIMELINE: Each student will create and illustrate his/her personal
timeline. Begin with birth and conclude with a projection of your life ten years from
now. Record and illustrate important life events and future plans/dreams. Grades
will be based on neatness, attractiveness and creativity of actual timeline and clarity
of oral presentation. See information on pages 182-184 in the textbook and the rubric
provided by the professor. (NCSS 1, 3; INTASC 2, 3, 5, 6, 9, 10; ACEI 1, 5; NAEYC
2, 4, 5; WCU 1).

6. IN-CLASS (EDU 345) Presentation of one “Real School” Lesson: Using a book
that you included in one of your “real school” lessons, present ONE of those lessons in our
EDU 345 class. This oral presentation should be a minimum of 30 minutes (40 minutes
maximum) with most of the time spent on allowing your classmates to experience the
“activity” part of your lesson. Please do NOT use any type of worksheet unless it is used in
an ACTIVE or MANIPULATIVE manner. Each student will be graded on accuracy of
information, the appropriateness of the activity, originality, creativity, how well the
presentation time frame was utilized, and the participation level of class members as they
developed a “product” as a result of the activity. The “product” may include an oral
language activity, a creative writing activity, music/dance/art activity, map skills activity or
any other ACTIVE experience involving various subject areas that could be used
appropriately from the information in the children’s book. Each student will be graded on the
oral presentation of the components in the lesson plan. Turn in a typed lesson plan with your
oral presentation rubric on the day you present in the EDU 345 class. (NCSS; 1, 2, 3;
INTASC 1, 2, 3, 4, 5, 6, 7, 8, 10; ACEI 1, 2, 3, 4, 5; NAEYC 1, 2, 3, 4, 5; WCU 2, 3, 4, 5).

EACH STUDENT IS RESPONSIBLE FOR MAKING COPIES OF HIS/HER IN-
CLASS (EDU 345) PRESENTATION (CORRECTED lesson plan) FOR ALL
CLASS MEMBERS (two- page limit). All copies should be hole punched before class.
Proofread carefully! You will not receive a final grade on your oral presentation until
your multiple copies have been submitted to your classmates.

Each student will sign up with the professor for a specific date to present his/her
lesson in the EDU 345 class. Careful planning of time for lesson presentation and
implementation is very important for classroom instruction; therefore, adherence to
the time frame is essential. MAKE SURE LESSON IS 30-40 MINUTES.

NOTE: This presentation is basically the same as one of your “real school” lessons. See
rubric for specific oral presentation requirements and be sure to include giving
the EDU 345 students an opportunity to participate in the activity component of your lesson.

7. **GEOGRAPHIC GOURMET FOOD FAIR:** As a culminating activity for the
course, each student will provide a food that could be included in teaching a social
studies topic/unit. Using the professor’s “GEOGRAPHIC GOURMET” rubric, each
student will complete (TYPE) all components INCLUDING the recipe for the special
food. Students will be graded on the appropriate completion of the form, accuracy of
information (history of the food, etc.), bringing the actual food for everyone to enjoy,
decorating table around food theme (mini museum), and a brief oral presentation of the
information. Each student should make enough copies of his/her Geographic Gourmet
activity for all class members.
(NCSS 1, 2, 3; INTASC 1, 3, 4,5, 8, 9, 10; ACEI 1, 2, 3, 5; NAEYC 2, 3, 4, 5; WCU 4).

8. **PORTFOLIO:** Maintain a portfolio of all class assignments and activities in a
LARGE, three- ring binder (loose leaf notebook). Portfolios should have a
cover with course number and name; the word “Portfolio”; student’s name,
trimester and year. The same information should appear on the spine of the notebook. The
portfolio will be graded based on the following: ( use rubric handout)
neatness, completeness and accuracy according to the rubric. (NCSS 1, 2, 3;
INTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; ACEI 2, 4, 5; NAEYC 1, 2, 3, 4, 5; WCU 2, 3,
4).

NOTE: PORTFOLIOS SHOULD BE BROUGHT TO EACH CLASS SINCE
STUDENTS MAY NEED ITEMS DISCUSSED IN PREVIOUS CLASSES.
PLEASE DO NOT PLACE PAGES IN PLASTIC SLEEVES.

9. **ASSESSMENTS:** Successfully complete all chapter homework assignments,
activities, and mid-term exam.

10. **COMMUNITY RESOURCE LIST:** Compile a typed list of community resources
(25) that can be utilized to teach social studies. Include the following: an address,
Telephone number, contact person for EACH resource, and a brief explanation how /when you would
use each source in your classroom. Include field trips ideas as well. Use Mrs. Provost’s rubric
list to follow.

11. **WISH LIST:** Create a wish list including a variety of 25 grade level items using
budget of five hundred dollars. Use Mrs. Provost’s rubric handout for information.
These are items that will be useful in your future classroom.

Students should note that all of the assignments listed are individual in nature. If you work
with another student in preparing assignments there should be few, if any, similarities. Refer to
Academic Integrity Statement.

It is imperative that you follow the professor’s format when forms/rubrics are given for
assignments. You may scan or retype the form into your computer; however, if you do not use
the format and complete all components you will not receive full credit for the assignment.

Since some of the assignments will be copied and given to all classmates, ALL assignments done
out of class MUST be typed. Students are graded on accuracy of content, and ALL written work should adhere to appropriate standard English in mechanics, content, and expression. Keep in mind that proofreading is very important to insure that written work is as accurate as possible.

All written assignments will be assessed on the basis of three major sets of criteria as follows:

1. **MECHANICS:** this includes such writing abilities as appropriate verb usage, appropriate use of subject-verb agreement, comma usage, use of punctuation, spelling, sentence structure, quotes, and use of APA format.

2. **CONTENT:** this involves such areas as following directions for written assignment, addressing the actual question (correct information), use of correct terminology, and adequate documentation.

3. **EXPRESSION:** this involves such writing aspects as the clarity of material, the style and format of writing, and appropriate introduction and summary information.

**NOTE:** Points will be deducted for work/presentations turned in late. No credit will be given for assignments turned in more than one week after the due date. No late work will be accepted during exam week.

In the event of an extreme emergency which would cause work to be late, the student is responsible for contacting the professor to make special arrangements in writing concerning turning in work late.

### ASSIGNMENTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance, Participation, Attentiveness, Promptness, Cooperation, Attitude, etc.</td>
<td>200</td>
</tr>
<tr>
<td><strong>Real School” Lesson Plans (2) (100 points each)</strong></td>
<td>200</td>
</tr>
<tr>
<td><strong>Real School” Evaluations (2) (75 points each)</strong></td>
<td>150</td>
</tr>
<tr>
<td><strong>Personal Timeline</strong></td>
<td>25</td>
</tr>
<tr>
<td><strong>Oral Presentation (in EDU 345 class) of ONE of the two</strong></td>
<td>61</td>
</tr>
<tr>
<td>“Real School” lessons</td>
<td></td>
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<tr>
<td><strong>Chapter Assignments</strong></td>
<td>100</td>
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<tr>
<td><strong>Geographic Gourmet</strong></td>
<td>39</td>
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<tr>
<td><strong>Mid-Term</strong></td>
<td>100</td>
</tr>
<tr>
<td><strong>Portfolio (final)</strong></td>
<td>75</td>
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<tr>
<td><strong>Community Resource List</strong></td>
<td>25</td>
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<tr>
<td><strong>Wish list</strong></td>
<td>25</td>
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**TOTAL POINTS POSSIBLE** 1000

**GRADING SCALE:**
- A = 950-1000
- B = 860-949
- C = 760-859
- D = 740-759
- F = Below 740
PROFESSIONAL JOURNAL AND MAGAZINE SUGGESTIONS FOR OUTSIDE READINGS INCLUDE:

- Social Studies
- Language Arts
- Childhood Education
- Young Children
- Phi Delta Kappan
- Social Studies and the Young Learner

- Elementary School Journal
- Educational Leadership
- Teacher
- School Library Journal
- The Journal of Special Education

INTERESTING WEBSITES TO VISIT:

http://www.globalincidentmap.com/home.php (great for current events)

www.socialstudiesforkids.com

www.teacheroz.com
www.historyforkids.org

www.newseum.org

www.digitalhistory.uh.edu/default.htm

http://americanhistory.si.edu

www.ushmm.org

http://search.eb.com/women

http://ellisland.org

www.populationeducation.org

http://geography.about.com/library/maps/blindex.htm#d

http://www.beyondprejudice.com/

http://www.ez2bsaved.com/Multiple_Intelligences/index-mi.htm

http://www.ldpride.net/learningstyles.MI.htm

http://www.gsn.org/project/newsday

http://www.weeklyreader.com
NOTE: Do NOT wait to do your observations and “real school” teaching lessons in the classrooms; get those scheduled as soon as you can. Remember that the 8th week of the trimester is your deadline for completing your real school lessons. Sometimes it is time consuming to set up the initial classroom visits so start early.

NOTE: Study your syllabus and all handouts and come to the next class session prepared to ask questions to clarify assignments and other expectations.

NOTE: MDE Curriculum Framework packets for Language Arts, Social Studies, Science, and Math are sold in the WCU Bookstore but can also be downloaded.

In order to limit distractions in classes, please: 1) arrive for class on time; 2) stay for the entire class; 3) turn off cell phones; 4) do not bring children to class and 5) do not bring lap top computers to class

BIBLIOGRAPHY


“Let us…move on to maturity.” Hebrews 6:1

TENTATIVE CLASS SCHEDULE Spring
Make sure you read your syllabus daily in order to know when assignments are due.

Week One
Tuesday, February 26
Review Syllabus
Biographical Sketches – Due in dropbox by- February 28 at 5:00.
Sign and turn in Professional Dispositions for Teaching Education
Access the home page of each of the following from D2L and make a copy of that page to place in your portfolio. Specific assignments: information regarding INTASC principles, NCSS (National Council for the Social Studies) standards, general information from Mississippi Social Studies Curriculum Frameworks, Common Core, Bloom’s Taxonomy list AND Webb’s Depth of Knowledge (DOK). These will also be placed in portfolio.
Name cards - Activity

NOTE: Study your syllabus and all handouts and come to the next class session prepared to ask questions to clarify assignments and other expectations.
NOTE: MDE Curriculum Framework packets for Social Studies are sold in the WCU Bookstore, but can also be accessed online.

Thursday, February 28
Biographical Sketch due in Dropbox by 5:00 (reminder)
Community of Learners - acrostic poems
Organized (tabbed) Portfolio Due
Discuss:
Forms/ handouts in course packet
Give assignment for chapter 1
Pre-test data
Begin drafts of personal timelines

Week two
Tuesday, March 5
Discussion / Activities for Chapter 1 (posters- p.26)/ banana activity
Give assignment for Chapter 2
Continue drafts of timelines

Thursday, March 7
Federal Reserve workshop
Discussion/ Activities for Chapter 2
Give assignment for Chapter 3

Spring break March 11- 15

Week Three
Tuesday, March 19
Discussion/ Activities for Chapter 3 p. 117-118 Tangrams/ class symbols
Federal Reserve workshop reflection due.
Give assignment for Chapter 4
ORAL TIMELINES PRESENTATIONS DUE

Thursday, March 21
Out-of-class assignment. This is a good time to make the visit to the classroom of your choice to do all or part of your two-hour observation that must be completed prior to teaching your lessons.

Friday, March 22- All-day workshop
8:00-3:30 in Fairchild Education Building- Room 109
NOTE: This is a required workshop for this course. Being absent from this workshop will result in three absences from the course. If you have Friday classes at WCU, write a note to your EDU 345 instructor on the first day of class (include your Friday class schedule) and plan on being at the workshop during the hours you do not have classes.

Week Four
Tuesday, March 26
Turn in typed reflection on workshop.
Conclude oral timeline
Activity- Population Connection and CD
“Real School” teacher INFORMATION SHEETS due to instructor

NOTE: The scheduling of your two-hour observations in two different classrooms should be set by now so that you can plan and present your real school lessons. Remember, you must turn in to Mrs. Provost your completed lesson plan, including tri-fold board at least a week before actual presentation so that it can be graded and returned to you to make necessary revisions. Keep all of your information in a folder with your name on it. This will make it easier to keep up with all of you plans.

Thursday, March 28
Discussion Chapter 4
Give assignment for Chapter 5
Geography activity
Population Connection CD/activity reflection due.

Week Five
Tuesday, April 2
Discussion: Using globes and maps in the classroom
Discuss Mid-term Exam
Student in-class presentations

Thursday, April 4
Discussion/Activities for Chapter 5
Give assignment for Chapter 6
MID-TERM EXAM
Student in-class presentations

Week Six
Tuesday, April 9
Student in-class presentations
Discussion/Activities for Chapter 6
Give assignment for chapter 7

Thursday, April 11
Student in-class presentations
Discussion/Activities for Chapter 7
Give assignment for Chapter 8

Week Seven
Tuesday, April 16
Student in-class presentations
Discussion/Activities for Chapter 8
Give assignment for Chapter 9
Thursday, April 18
Out-of-class assignment -continue teaching in “real schools.”

REMINDER: By the end of next week all observations, teaching hours and paperwork must be completed. KEEP ALL INFORMATION IN A FOLDER TO STAY ORGANIZED.

Week Eight
Tuesday, April 23
Out-of-class assignment- complete “real school” lessons

Thursday, April 25
Student in-class presentations
Discussion/ Activities for Chapter 9
Give assignment for Chapter 10
Community Resource List due – Dropbox by 5:00

Deadline to complete all “real school” lessons- all “real school” lessons/ paperwork (classroom teachers’ evaluations, etc). must be turned in to Mrs. Provost by the end of this week or points will be deducted. Keep in folder for organization.

Week Nine
Tuesday, April 30
Discussion/ Activities for Chapter 10
Wish list due- Dropbox by 5:00

Thursday, May 2
Portfolios due
GEOGRAPHIC GOURMET PRESENTATIONS DUE
Bring Food Fair items and appropriate serving utensils
ENJOY!!

Portfolios will serve as the final exam. Teacher will inform students on a date and location they may be picked up.
William Carey University

“Our mission is to prepare teachers who are caring, reflective decision makers.”