I. TITLE: MID 373: Laboratory in Teaching Social Studies: Middle School

II. CATALOG DESCRIPTION: A concentrated laboratory experience for upper division students seeking middle school certification with a teaching field in social studies. Includes directed and supervised teaching experiences with middle school students in area schools. Prerequisites: EDU 303 and MID 270.

III. PURPOSE: The purpose of this course is to prepare pre-service teachers to work with middle school adolescent students (especially in the content area of social studies). The pre-service teachers will be taught how utilize the middle school concept and teach social studies to young adolescent students.

IV. COURSE OBJECTIVES:
Class activities will be centered on attainment of the course objectives listed below. These objectives are understood to be reflective of but not limited to those behaviors advocated by the Kentucky Education Reform Act (KERA) guidelines. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky New Teacher Standards for Preparation and Certification (NTS) addressed by that objective. Upon successful completion of this class, students will be able to:

A. list the six social sciences that make up social studies (anthropology, economics, history, geography, political science/civics, and sociology). (NTS #1)
B. model the skills of a citizen actor. (NTS #6)
C. demonstrate the steps in teaching social studies as a decision-making process. (NTS #3, 8)
D. utilize the national and Kentucky state curriculum standards for social studies instruction. (NTS #8)
E. recognize that critical thinking skills need to be taught as part of social studies and interdisciplinary instruction. (NTS #1)
F. understand the relationship between reading, language arts and social studies in interdisciplinary instruction. (NTS #2)
G. construct a variety of assessment tools for social studies. (NTS #4)
H. implement the multiple levels of thinking skills as depicted in Bloom’s taxonomy. (NTS #1, 3)
I. recognize the need for teaching history in multiple perspectives. (NTS #3, 4, 6, 8)
J. understand how response journals can be used with the reading of historical fiction to help students better understand historical events. (NTS #8)
K. develop thematic units for social studies. (NTS #1, 8)
L. prepare a KTIP lesson plan focused on a social studies theme to be taught during a practicum. (NTS #3)
M. demonstrate competency in applying the five themes of geography. (NTS #3, 8)
N. describe the interaction between civic life, politics, and government. (NTS #8)
assist students in the development of decision making skills that lead to becoming good consumers. (NTS #8)
P. teach collaboration among students to achieve common goals in social studies projects. (NTS #6)

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by urging students to consider the teacher’s role in the assessment cycle. Students learn to create assessments and then reflect upon the quality of the resulting student data in relation to instructional goals, student needs, and closing the achievement gap.

The EPSB Theme of Diversity is explored in the course through planning multifaceted assessment options. Students learn to assess the learning and achievement of all learners, regardless of gender, ethnicity, learning styles, or exceptionalities.

V. CONTENT OUTLINE:
These are the major course focus questions:
A. What does it mean to teach young adolescents social studies so that they learn about citizenship, civic efficacy, and social interaction in the 21st century?
B. What content themes are essential to the curriculum at the middle school because they address societal expectations and the needs of young future citizens?
C. Which disciplines and fields make up the social studies and which other disciplines and fields are natural allies of social studies?
D. What are the student performance expectations at middle school level for knowledge, skills, and attitudes?
E. How can learning opportunities be structured for the middle school level to help students meet social studies performance expectations?
F. How might performance expectations be assessed to show that students have constructed an understanding that allows them to demonstrate and apply what they have learned?

VI. INSTRUCTIONAL ACTIVITIES:
Instructional methods will be a mixture of instructor presentation, group discussion and problem solving, collaborative group work, field experiences, independent readings, and both group and independent assignments. The model of the reflective decision-maker as the foundation for teacher development, including learning techniques for reflection, self-assessment, and self-improvement will be emphasized in all aspects of the course and assignments.

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
Students will participate in a minimum of 12 visits to a middle school to teach lessons. During those visits, the supervising teacher and instructor will observe and evaluate the student’s teaching. YOU MUST TEACH A TOTAL OF FOUR TIMES DURING THE PRACTICUM (THREE OBSERVED BY TEACHER AND Once by Instructor).

VIII. RESOURCES:
BLOOM’S TAXONOMY WEBSITES
Here are some additional helpful websites for unit planning:

On Classroom Planning:  http://valdosta.peachnet.edu/~whuitt/psy702/plan/plan.html
NCSS WEBSITE  http://www.ncss.org

IX. GRADING PROCEDURES:
A. Journal Entries: Journals are to be submitted every week based on your classroom and field experiences and selected topics. The journals are to be at least one page in length and grammatically correct. They are to be submitted to your instructor by e-mail. You should keep a record of all e-mails and your instructor’s responses on a disk. (This assignment is worth 100 points). There are 15 weeks of class and fieldwork so at the end of the semester you should have 15 journal entries. Students failing to have a minimum of 15 consecutively dated weekly journal entries will have their journal grade adjusted. (DUE EVERY MONDAY-LATE IF NOT E-MAILED BY MONDAY)

B. Textbook Analysis: You are to acquire a copy of the social studies text you will use during practicum. After deciding on a unit to teach with supervising teacher, you are to use the ten NCSS Strands or Standards and the Kentucky State Standards for social studies (core content) to analyze the text according to these standards. You are to see if the text meets the standard by answering the questions that develop the standard. Then give an example how the text meets that standard. IF it does not meet the standard then state N/A. (worth 50 points)

The items that are marked N/A and do not meet the standard are the ones you need to address by explaining how you are going to address these deficiencies in your lesson plan. (This assignment is due week four before you go to your practicum and must include a What, So What, and Now What reflective piece of at least one page.)

C. Unit Plan: You will write and teach four (4) daily plans that will come from the unit you teach during practicum. This unit plan will come from the textbook being used in your practicum classroom. YOU WILL WRITE FOUR KTIP format plans. These lessons will be the lessons you teach prior to my observation and observed by your supervising teacher. The fourth lesson will be observed by me. This assignment is worth 200 points. You will write a fifth lesson (assessment plan) and write an assessment instrument for your unit plans that is worth 50 points. The two grades will be added together to comprise one grade worth 100 points. (These are due in your final binder last week of the semester)

The following may be used as part of unit: 1) Internet Plan; 2) HOTS Plan; 3) Literature plan; 4) Introduction Plan; 5) Review Plan; 6) Assessment Plan; 7) political cartoon 8) guest speaker, 9) film, and 10) any other type of methodology you may choose to fill out the unit.

D. Classroom Management Plan: (See instruction sheet) with artifact reflection

E. Final Reflective Piece: Due at end of semester reflecting on the class and field experiences. DUE AT END OF SEMESTER.
ALL WORK MUST BE TURNED IN COMPLETE AND ACCURATE AS WELL AS ON TIME. ANY ASSIGNMENT TURNED IN LATE WILL HAVE THE GRADE AUTOMATICALLY REDUCED BY TEN (10) PERCENT.

ANY PROBLEMS SEE ME DURING OFFICE HOURS OR MAKE AN APPOINTMENT. CLASSTIME IS NOT THE TIME FOR DISCUSSION ABOUT INDIVIDUAL WORK.

F. Assignments and Points:
   Attendance and Journals 100
   Text Analysis/w reflection 50
   Lesson Plans (unit Plan/ w/assessment) from Practicum 300
   Classroom Management Plan with reflection 100
   Final Reflection and BINDER 100
   Total 650 points

G. Grading Scale:
   585-650 A
   520-584 B
   455-519 C
   390-454 D
   389-below E

X. ATTENDANCE POLICY:
   This course adheres to the attendance policy published in the current MSU Undergraduate Bulletin.

XI. ACADEMIC HONESTY POLICY:
   This course adheres to the academic honesty policy stated in the current MSU Undergraduate Bulletin.

XII. TEXT AND REFERENCES:

XIII. PREREQUISITES:
   EDU 303 and MID 270

XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY:
   Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For
information regarding nondiscrimination policies, contact the Office of Equal Opportunity, 270-809-3155.

XV. FLAG SYSTEM/CONTINUOUS ASSESSMENT:
Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student’s progress towards program completion. NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.

Note: The instructor reserves the right to invalidate any examination or other evaluative measures if substantial evidence exists that the integrity of the examination has been compromised.