 **CAMPBELLSVILLE UNIVERSITY**

**COURSE SYLLABUS**

# PLEASE TYPE. DATE 8/24/2016

ACADEMIC UNIT Education

Please check to indicate this course has a service learning component.

FACULTY V. Flanagan

Discipline Course# Section

Title of Course Credit Hours Cross Reference

(if applicable)

Education 331-01 Social Studies Methodology 3

TEXTBOOK Required Not Required

Author Arthur K. Ellis

Title **Teaching and Learning Elementary Social Studies**

Publisher Pearson

Date of Publication 2010

WORKBOOK

Author

Title

Publisher

Date of Publication

PLEASE ANSWER THE FOLLOWING QUESTIONS ON A SEPARATE SHEET OF PAPER AND ATTACH TO THIS FORM.

1. DESCRIPTION OF COURSE: Develop a brief description of the course as it will appear in the Catalog.
2. STUDENT LEARNING OBJECTIVES: List the student learning objectives for the course. Please relate these objectives to the mission and goals of the University and the Academic Unit. For general education courses, please indicate which student learning objectives address general education goals and the intended method of assessment. A minimum of four of the seven general education goals must be included.

*Example: Students will demonstrate their ability to compare and contrast two types of basket weaving. (Goal: Oral and Written Communication; Evidence: research paper and class presentation)*

1. COURSE OUTLINE: Outline the topics/units that are to be taught.
2. EVALUATION: How do you plan to determine the grade in the course? Please include grading scale.
3. REQUIREMENTS:
   1. Examinations: State when tests are to be administered, including unit, mid-term, and final examinations.
   2. Reports: How many, length required, and what type (Oral, term and/or research, book critiques).
   3. Supplemental reading assignments or outside work required.
   4. Supplemental instruction aids: Audio visual aids, field trips, guest speakers, etc.
4. BOOKLIST

DEAN: Beverly Ennis Date Copy Received

VICE PRESIDENT FOR ACADEMIC AFFAIRS Date Copy Received

FORM FH-E.2.7A; rev. 12/21/10 Page 1 of 1

Campbellsville University

**School of Education**

**ED 331- Social Studies Methodology**

**August 29, 2016- December 17, 2016**

**Professor:** Dr. Valerie Flanagan

**Class:** ED 331–01 Social Studies Methodology

**E-mail:** Vpflanagan@campbellsville.edu

**Phone:** School – 270-789-5482

**Class times:**  Tuesday and Thursday, 2:00 pm- 3:15 pm

**Classroom**: EB 121

**Remind 101**: Text the message @fall2016ss to the number 81010

**Regular Office Hours:** See Posted Room 124

**School of Education Conceptual Framework**

**Theme: Empowerment for Learning**



**COURSE DESCRIPTION:** This is a social studies methods course. It requires pre-service teachers to demonstrate an understanding of curriculum and content selection, pedagogy, learning theory, assessment and technology related to elementary social studies instruction. The study of standards, classroom management, and social context of school, learning styles, assessment, and other topics will be addressed. The course is designed to prepare pre-service teachers for teaching social studies within a community of learners. The course examines social studies education as a process that creates and reflects relationships of class, race, sex, caste, nation, and culture. Pre-service teachers learn about and reflect upon their roles in preparing students to become democratic citizens who can live successfully in a global and culturally diverse world.

Revisions to syllabus based on research and pre-service teacher evaluation summaries. CAEP 1 Domains 1, 2, 3, 4

**CREDIT: 3 hours**

**PREREQUISITE: CAP 2**

**REQUIRED TEXT and MATERIALS:**

* **Ellis. Arthur K. (2010). “*Teaching and Learning Elementary Social Studies*.” Pearson Learning**
* **KENTUCKY ACADEMIC STANDARS FOR SOCIAL STUDIES**
* C3 FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS

(link to KDE website to retrieve Standards: education.ky.gov)

* Social Studies Standards for the Next Generation Draft from KDE (supplied by instructor)
* 2 Spiral notebooks
* Optional (but highly recommended): Additional binder or pocket folder for storing Standards/other information for reference during each class.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Aligned with**  **Assessment**  **(point values)** | **Kentucky**  **Teacher**  **Standards**  **(KTS or IECE)** | **KTS Diversity Indicators** | **InTASC** | **ILA Standards** | **Technology**  **(Yes or No)** | **TPGES** | **CAEP** |
| Class Participation  100 pts  Obj: 1 | KTS 1,3 ,4, 5, 9, 10  (IECE St.) | 1.2, 3.3, 4.2, | 1,2,4,7,10 |  | Yes | Domains 1,2,3,4 | 1 |
| Unit of Study  350 pts  Obj: 2, 3, 4, 5, 6, 8 | KTS 1, 2, 3, 4, 5, 6, 7, | 1.2, 2.2,  2.4, 3.3, 4.2, 5.4, 6.3 | 1,2,3,4,5,  6,7,8,10 | 3 | Yes | Domain 1 | 1 |
| Autobiography  100 pts  Obj: 4 | KTS 9 | 1.2 | 9 |  | Yes | Domain 1 | 4 |
| Discover America Project  100 points  Obj: 4 | KTS 1, 3, 9, 10 |  | 1,2,3,10 |  | Yes | Domains 1,2,3,4 | 4 |
| Cultural Diversity Project  100 points  Obj: 10 | KTS 1.2 | 1.2 | 1,2 | 4 | Yes | Domain  1,3 | 4 |
| Disposition  50 points  Obj: 1,5,11 | KTS 1-10 |  | 1,2,9,10 |  |  | Domain 4 |  |
| Review of Children’s Literature/Presentation  100 points  Obj: 4 | KTS 1, 3, 4 |  | 1,2,4 | 4 | Yes | Domain 1, 1 | 3 |
| Economics Project  100 points  Obj: 1,4,5,6 | KTS 3, 9, 10 |  | 2,9 |  | Yes | Domain 1,3 | 3 |
| Assessments  200 points  Obj: 12, 13 | KTS 5 |  |  | 3 | Yes | Domain 4 | 2 |
| PPD  100 points  Obj: | KTS 1, 3, 5, |  |  |  |  | Domain 1, 4 | 1 |
| Clinical/Field Hours  100 points  Obj: 11 | KTS 7 |  |  |  | Yes | Domains 1,2,3,4 | 1 |

**PROFESSIONAL STANDARDS addressed in this course:**

**Kentucky Teacher Standards (*KTS*)**

Standard 1 The Teacher Demonstrates Applied Content Knowledge

Standard 2 The Teacher Designs and Plans Instruction

Standard 3 The Teacher Creates and Maintains Learning Environment

Standard 4 The Teacher Implements and Manages Instruction

Standard 5 The Teacher Assesses and Communicates Learning Results

Standard 6 The Teacher Demonstrates the Implementation of Technology

Standard 7 Reflects On and Evaluates Teaching and Learning

Standard 8 Collaborates with Colleagues/Parents/Others

Standard 9 Evaluates Teaching and Implements Professional Development

Standard 10 Provides Leadership Within School/Community/Profession

**CU Diversity Proficiencies (from KTS)**

KTS 1.2 Connects content to life experiences of student

KTS 2.2 Uses contextual data to design instruction relevant to students

KTS 2.4 Plans instructional strategies & activities that address learning objectives for all students

KTS 3.3 Values and supports student diversity and addresses individual needs

KTS 4.2 Implement instruction based on diverse student need & assessment data

KTS 5.4 Describes, analyzes & evaluates student performance data to determine progress of individuals and identify differences in progress among student groups

KTS 6.3 Integrates student use of available technology into instruction to enhance learning outcomes and meet diverse student needs.

**Teacher Professional Growth and Effectiveness Standards (*TPGES*)**

Domain 1Planning and Preparation

Domain 2 Classroom Environment

Domain 3 Instruction

Domain 4 Professional Responsibilities

**Interstate Teacher Assessment and Support Consortium** (***InTASC***)

InTASC 1 Learner Development

InTASC 2 Learner Differences

InTASC 3 Learning Environments

InTASC 4 Content Knowledge

InTASC 5 Application of Content

InTASC 6 Assessment

InTASC 7 Planning for Instruction

InTASK 8 Instructional Strategies

InTASC 9 Professional Learning and Ethical Practice

InTASC 10 Leadership and Collaboration

**International Literacy Association (*ILA*)**

Standard 3 Assessment and Evaluation

Standard 4 Diversity

**Council for Accreditation of Educator Programs (*CAEP*)**

Standard 1 Content and Pedagogical Knowledge

Standard 2 Clinical Partnerships and Practice

Standard 3 Candidate Quality, Recruitment, and Selectivity

Standard 4 Program Impact

**Technology**

Pre-service teachers are requested to utilize e-mail for answers to questions concerning course information. Instructor e-mail is a valuable resource to ask questions, seek clarification, or just take the opportunity to share. KTS 6, CAEP 1 DOMAIN 3

**My e-mail address is** vpflanagan@campbellsville.edu

**Mission Statements/Vision**

The Campbellsville University Mission focuses on Scholarship, Excellence and Christian Servant Leadership.

The Teacher Education Vision aims for individuals to be empowered to attain goals and impact others through Christian servant leadership. The School of Education Mission seeks to provide an academic infrastructure based on scholarship, service and Christian leadership, candidates who are competent and qualified, and who demonstrate

* Knowledge and skills
* Caring Dispositions, including respect for diversity
* Commitment to life-long learning in a global society-
* Characteristics of servant leadership

The objectives of this course align with the mission of the university and of the School of Education. Students are involved in an action research study that demonstrates all of these characteristics.

**COURSE OBJECTIVES**

* To examine the roots of pedagogy and multicultural methods as they relate to the specific themes of social studies: democratic principles; structure and function of political systems; structure and function of social systems; relationship of geography to human activity; cultural diversity; structure and function of economic systems; historical perspective; interpersonal relationships. KTS 1 and 4, 3.3, CAEP 1, Domain 1.A
* To evaluate educational paradigms (models) in the light of the needs and interests of class participants and the people we serve. KTS 1.2, Domain 1.A
* To demonstrate the interdisciplinary nature of social studies. CAEP 1 Domain 1.E
* To demonstrate the importance of creating a print rich environment to *f* create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.ILA Standard 5 Domain 2.B
* To research national and state standards of social studies education, critically evaluate those standards, and to employ teaching methods that might give those standards life in a classroom. KTS 1 CAEP 1 Domain 3.E
* To build, plan, organize and teach social studies units and lessons that are exploratory and help us to better understand our students and ourselves. KTS 2 Domain 3 A-E
* To critically employ technology and cultural inquiry and diversity in the development of resources and teaching techniques. KTS 6, 6.3, CAEP 1 Domain 3 B-C
* To analyze multiple methods of student evaluation and assessment. KTS 7, CAEP 1 Domain 3 D
* To become aware of current discourse within social studies education through major journals in the field, textbooks, etc. Domain 4 E
* To organize and manage varied learning situations according to the needs and/or interests of students, the goals of the lessons, the content and materials, in collaboration with other support personnel and through the use of technology. KTS 6 and 8 Domain 1 D-F
* To participate in, reflect upon, and analyze guided and independent field experiences to include observation and participation through planned instructional and assessment activities, and innovation in the school and community. KTS 7, CAEP 1 Domain 4 A
* To understand the teacher education theme of Empowerment for Learning.
* To examine social studies content and pedagogy as it relates to the Praxis.

**TOPICS**

Laying the foundation for teaching social studies

How to use the C3 Framework

How to use the KAS for Social Studies (current)

How to use Social Studies Standards for the Next Generation (Draft)

Varied Approaches to teaching social studies

Creating civic mindedness in students

Using inquiry to teach social studies

The types of inquiry and metacognition

Identifying and using Children’s Literature to teach social studies

How to nurture geographic reasoning in students

Identifying and creating summative and formative assessments

Characteristics of highly effective teaching and learning

The importance of teacher planning

Analyzing student data

RTI-Response to Intervention

Historical thinking with students

Using biographies and holidays to make History come alive

Creating an effective lesson plan

Creating an effective social studies unit

Integrating social studies into other content areas

Helping students understand economic decision making

Cultural diversity in the classroom

Accountability for student learning-PGES

**COURSE TASKS/Requirements:**

**Class Participation 100 points KTS 1,3 ,4, 5, 9, 10 CAEP 1 DOMAIN 1, 2, 3, 4**

**You are responsible for your own education.** Each pre-service teacher is valuable to the success of this course. To be engaged, you need to participate, that is, speak. You should arrive prepared by having read/reviewed the Chapter reading assignments for the day of the meeting.

**Regular attendance in professional education courses is expected of all students. It is a professional responsibility that is a part of the disposition assessment of teacher candidates. No more than four (4) absences will be allowed for Tuesday/Thursday courses. Excess absences will result in an F for the course. *Note: students will not be penalized for absences excused by Campbellsville University; however, it is the student’s responsibility to notify the professor in advance of the excused absence.* It is also the student’s responsibility to insure that all assignments are submitted on due dates, regardless of date(s) of absences.**

Every student will participate in group and individual assignments done in class weekly. Examples of activities might be-complete readings, chapter assignments, writings, and presentations.

**Unit of Study 350 points KTS 1, 2, 3, 4, 5, 6, 7, CAEP 1 Domain 1 ILA 3**

Guidelines:

* This unit must follow the guidelines on the SOE website. The following SoE (Sources of Evidence) forms are necessary and available on the SOE website and TigerNet for your reference:

|  |  |
| --- | --- |
| **Units Pieces** | **Points** |
| **SoE-1** (Context) | 10 |
| **SoE-1.1** (Guidelines) | 10 |
| **SoE1.2** (Assessment Plan) | 20 |
| **SoE 1.3** (Instructional Strategies) | 20 |
| **SoE 1.4** (Organizing/Analyzing Results) | 25 |
| **SoE-2** (Lesson Plans) | 25 each (125 total) |
| **SoE-4 (**Post-Observation) | 20 |
| **SoE-8** (Student Growth) | 50 |
| **SoE-9** (Student Voice) for units (Grades 3-5) | 20 |

* You will be teaching a **minimum of 5 lesson plans** to a class that you select. You, the teacher of the class, and Dr. Flanagan must agree on the topic of your unit. All lesson plans should include differentiation, accommodations and student self-reflection.
* You will create an original (your own work that has not been used in another class or by another student) interdisciplinary unit with social studies as the focus.
* A pre-test will be administered before the lesson plans are prepared/taught. A post-test will be given after the last lesson is taught. (The pre- and- post tests should be the same test.) A copy of the test must be provided in your unit. The data from these two assessments will provide the information to complete tasks in the unit. No commercially developed assessments will be allowed as pre-or-post assessments in a unit.

Three examples of student post-assessments *must* be included with formative feedback provided for the students. (Examples of low, middle, and high ability) in the unit.

* A Children’s Book is required in your unit. It should be used in one of your lesson plans with appropriate planned activities.
* Unit must include a parent communication piece or pieces.
* The classroom teacher is to use the KTIP documents and assessments for one of your taught lessons. They will also have an opportunity to provide feedback on your disposition in the classroom.
* ***You are to send Dr. Flanagan a copy of your unit via email and submit a hard copy. Format will be discussed in class.***

**Autobiography 100 points KTS 1.2, CAEP 4 DOMAIN 1**

Create a **PowerPoint (approximately 10 slides)** of a cultural autobiography with particular emphasis on opportunities you have experienced working with diverse populations. If you have not had any of these experiences, explain a life experience in your PP. This could include mission trips, summer camps, youth camps, family trips, etc. You will make a presentation to the class. Please feel free to bring any pictures, souvenirs or other items to make your presentation more interesting.

**Discover America Project 100 points KTS 1, 3, 9, 10 CAEP 4 DOMAIN 1, 2, 3, 4**

Choose an important person from American History. Create a **presentation** that will describe the person and the contributions made to America. Describe how our society would be different without this contribution. Students create a **lesson plan** that can be used to teach this person. Objectives should be aligned to C3 Framework and the KAS for Social Studies.

**Cultural Diversity Project 100 points** **KTS 1.2, CAEP 4 DOMAIN 1, 3** **ILA 4**

Students will be required to conduct a **case study** of an international student and present this to the class. Technology should be a part of your project. Culture includes dress, music, symbols, religion, and traditions. A picture of the international student should be included. Students create a **lesson plan** using a literature book connecting the international students’ culture to a holiday. The information will be shared at the Celebration of Light Luncheon in a **display**. A **food** from the celebration should be included.

**Disposition 50 points KTS 1-10, CAEP DOMAIN 1, 2, 3, 4**

A disposition form will be completed on each student of the class. This will become part of the application for CAP 3. It also will be worth up to 50 points for this class.

**Review of Children’s Literature with presentation 100 points ILA 1, KTS 1, 3, 4, CAEP 3, 4, DOMAIN 1**

Students will be required to keep a running list of Children’s Literature (bibliography) that can be connected to the KAS for Social Studies and the C3 Framework. At least ten sources should be cited (APA format), with a minimum of five sources reviewed in the annotated bibliography format. Students choose one of the books to **present** to the class. The book can be presented using technology, orally read to the class or in a group reading format with multiple copies of the book. The objectives for the lesson should be aligned to the ELA standards for a grade of their choosing. Any handouts or activities do not have to be completed during the presentation but should be given out before or after the presentation. A lesson plan should be given to Dr. Flanagan the day of the presentation.

**Economics Project 100 points KTS 3, 9, 10, CAEP 1 DOMAIN 1, 3**

After researching the economic needs of your community, develop an economic activity to teach students that address these needs to present to class. Create a lesson plan using the KAS for Social Studies and the C3 Framework. Create an interactive presentation for the class.

**Assessments 200 points KTS 5, CAEP 2 DOMAIN 4 A, ILA 3**

Formative and or summative assessments will be given at the digression of the instructor. These may consist of short, open-ended questions or multiple-choice items. ALL STUDENTS ARE REQUIRED TO KEEP A **REFLECTION JOURNAL** WHICH WILL BE REVIEWED AT THE END OF EACH CLASS. Social studies vocabulary, instructional strategies and resources should be included. There will be a final and a “show what you know” midterm.

**Pre-Professional Development (PPD) – 3 hrs required 100 points KTS 1, 3, 5, CAEP 1 DOMAIN 1**

PPD hours are to be relevant to the teaching of social studies. If possible, you may attend a professional development opportunity at a public school. Please ask the professor for approval about the topic before you attend.

**You are required to write a reflection paper about each PPD and turn it in with your signed PPD form.**

**Clinical (Field) hours – 10 hours required. 100 points KTS 7, CAEP 1 DOMAIN 1,2,3,4**

All clinical hours will be spent in the same social studies classroom. All field hours must be kept on paper and logged into the KFETS system.

Your clinical hours must be completed as:

* **1-4 hours (observations/co-teaching, teacher conferences, pre-assessment)**
* **5-9 hours (teaching your unit and giving your post-assessment)**
* **10th hour (post-assessment feedback to students)**

**Immediately contact the teacher in whose classroom you would like to observe/teach. You are expected to have a teacher who has agreed to have you teach a unit in their classroom no later than September 9.** If you cannot locate a teacher, I will be glad to assist you.

You and your teacher are to determine the topic of your unit. **You are required to write a reflection paper about your Field Hours and turn it in with your signed field hour form**.

**Course Assignment Schedule\***

**\*Subject to revision by Instructor as necessary**

**Be sure to arrive on time and prepared with all materials and for all assignments. This includes having read/reviewed the assigned chapters.**

|  |  |  |
| --- | --- | --- |
| **Week** | **Focus** | **Text**  **Assignment** |
| **1**    **Begins August 29th**  ***“In all your teaching show integrity.”***  ***Apostle Paul*** | **Day 1 Objective: Laying the Foundation**  **To increase knowledge and understanding of the foundations of social studies. To review syllabus and answer questions regarding assignments.** **To understand educational acronyms and systems used to evaluate.**  **Day 2 Objective: Laying the Foundation**  **What is the rational for teaching social studies? What documents must I use for designing a social studies lesson? What is my role as a teacher?** | **Tuesday**  Read through syllabus and write down any questions  ***Journal Prompt***  ***What are my goals for this class?***  *What do I need to know as a social studies teacher? What was my quest like as a social studies student?*  **Thursday**  Read Ch. 1  ***Journal Prompt***  *Why do we teach social studies?*  *Identify three things we must remember about the social studies environment.* |
| **2**  **Begins 9/5**  *“*[*If you have a chance to accomplish something that will make things better for people coming behind you, and you don't do that, you are wasting your time on this earth.*](http://www.brainyquote.com/quotes/quotes/r/robertocle570285.html)*”*  [*Roberto Clemente*](http://www.brainyquote.com/quotes/quotes/r/robertocle570285.html) | **Day 3 Objective: Creating Civic Mindedness**  **Students will review chapter 2 and how to navigate the C3 Framework/KAS for SS Standards. Students will present their autobiography.**  **Day 4 Objective: Different Approaches to teaching social studies**  **\*Tentative plan: Meet in the SOE Computer Lab 125**  **Students will identify and demonstrate understanding of learner centered approach, society centered approach and knowledge centered approach in the teaching of social studies.** | **Tuesday**  Read Ch. 2  KDE website/TigerNet/Standards  ***Journal Prompt***  *What is inquiry and how can I apply that to the teaching of social studies?*  **Thursday**  Read Ch. 5  ***Journal Prompt***  *Which approach will you use to teach social studies and explain why.* |
| **3**  **Begins 9/12**  *“*[*My fellow Americans, ask not what your country can do for you, ask what you can do for your country.*](http://www.brainyquote.com/quotes/quotes/j/johnfkenn109213.html)*”*  [*John F. Kennedy*](http://www.brainyquote.com/quotes/quotes/j/johnfkenn109213.html) | **Day 5 Objective: Creating Civic Mindedness**  **Students will participate in a jigsaw activity combining the textbook, C3 Framework and KAS for Social Studies Standards to compare and become familiar with in the area of civics.**  **Day 6 Objective: Students will present their review of literature. Students will participate in a special remembrance of 9/11** | ***Tuesday***  Read C3 Framework- Government and Civics only, KAS P,I,5 Government and Civics only  ***Journal Prompt***  *How do the three documents overlap in the area of civics****?***  ***Thursday***  Read Ch. 13  ***Journal Prompt***  *How can we use literature to make social studies come alive?* |
| **4**  **Begins 9/19**  *“*[*The first question which the priest and the Levite asked was: 'If I stop to help this man, what will happen to me?' But... the good Samaritan reversed the question: 'If I do not stop to help this man, what will happen to him?'*](http://www.brainyquote.com/quotes/quotes/m/martinluth105663.html)  [*Martin Luther King, Jr.*](http://www.brainyquote.com/quotes/quotes/m/martinluth105663.html) | **Day 7 Objective: Inquiry**  **Students will identify how inquiry leads to higher level learning and problem solving. Students will identify the four types of inquiry research and demonstrate how to use each in the teaching of social studies.**  **Day 8 Objective: Geographic Reasoning**  **Students will identify the five themes of geography. Students will learn to make and read maps.** | **Tuesday**  Read Ch. 11  ***Journal Prompt***  *Identify the five themes of geography and discuss each.*  **Thursday**  Read Ch. 9  ***Journal Prompt***  *Identify one type of inquiry research and tell how you would use it to teach social studies content.* |
| **5**  **Begins 9/26**  [*Geography has made us neighbors. History has made us friends. Economics has made us partners, and necessity has made us allies. Those whom God has so joined together, let no man put asunder.*](http://www.brainyquote.com/quotes/quotes/j/johnfkenn114923.html)  [*John F. Kennedy*](http://www.brainyquote.com/quotes/quotes/j/johnfkenn114923.html) | **Day 9 Objective: Geographic Reasoning**  **Students will participate in a jigsaw activity combining the textbook, C3 Framework, and KAS for Social Studies to compare and become familiar with in the area of Geography.**  **Day 10: Assessment**  **Students will identify formative and summative assessments that can be used when teaching social studies. We will discuss how to compose MC and OR questions, as well as review past released test items.** | **Tuesday**  Read Ch.8  Read C3 Geography Framework and KAS (SS) for Geography P, I, 5  **Journal Prompt**  *How do the three documents overlap in the area of geography****?***  **Thursday**  ***Journal Prompt***  *Identify summative and formative assessments you have seen used and describe how they can be used in social studies.* |
| **6**  **Begins 10/3**  *“There is no short cut to achievement. Life requires thorough preparation - veneer isn't worth anything.”*  [*George Washington Carver*](http://www.brainyquote.com/quotes/authors/g/george_washington_carver.html) | **Day 11 Objective: Planning**  **Students will review how to develop a lesson plan and unit that will motivate students and create high student achievement. Students will review lessons and a unit for rigor.**  **Day 12 Objective**: **Characteristics of Highly Effective Teaching and Learning**  **Students will identify the five Characteristics of Teaching and Learning. Students will identify what research says about social studies teaching and learning.** | **Tuesday**  Read Ch. 6  ***Journal Prompt***  *What do I know about writing a unit? What do I need to learn more about when writing a unit?*  **Thursday**  Read Ch. 7  ***Journal Prompt***  *How did you learn social studies? Identify the characteristics of effective teaching and learning that you have seen* |
| **7**  **Begins 10/10**  *“*[*Education is not preparation for life; education is life itself.*](http://www.brainyquote.com/quotes/quotes/j/johndewey154060.html)*”*  [*John Dewey*](http://www.brainyquote.com/quotes/quotes/j/johndewey154060.html) | **Day 13 Objective:** **Understanding Student Data**  **Students will review data and participate in activities to help them understand analyzing data for student growth.**  **Day 14 Objective: RTI**  **Students will review RTI and participate in an activity to review how social studies can be used in reading interventions.** | **Tuesday**  Read through data given during class  **Journal Prompt**  *What do I need to know about analyzing data?*  **Thursday**  Read information given on RTI.  **Journal Prompt**  *As a classroom teacher what do I need to know about RTI?* |
| **8**  **Begins 10/17**  [*The roots of education are bitter, but the fruit is sweet.*](http://www.brainyquote.com/quotes/quotes/a/aristotle100762.html)  [*Aristotle*](http://www.brainyquote.com/quotes/quotes/a/aristotle100762.html) | **Day 15 Objective: Review for Midterm**  **Students will review for midterm using textbook, C3 Framework and KAS Standards for Social Studies**  **Day 16 Objective: HAVE FUN!!! NO CLASS October 20 due to FALL BREAK** | **No Writing Prompts/ Study for Midterm** |
| **9**  **Begins 10/24**    *“*[*The philosophy of the school room in one generation will be the philosophy of government in the next.*](http://www.brainyquote.com/quotes/quotes/a/abrahamlin133687.html)*”*  [*Abraham Lincoln*](http://www.brainyquote.com/quotes/quotes/a/abrahamlin133687.html) | **Day 17: MIDTERM - Civics and Geography**  **Day 18 Objective: Students will have a work day for Cultural Diversity Project** | **MIDTERM on October 25**  **NO JOURNAL PROMPTS THIS WEEK** |
| **10**  **Begins 10/31**  *“*[*Life is a succession of lessons which must be lived to be understood.*](http://www.brainyquote.com/quotes/quotes/h/helenkelle103524.html)*”*  [*Helen Keller*](http://www.brainyquote.com/quotes/quotes/h/helenkelle103524.html) | **Day 20: Trick or Treat Tuesday☺**  **Students will participate in and holiday trick or treat activity. Students will preview the draft of the Next Generation Social Studies Standards and compare/contrast the document with the current KAS/C3 Framework.**  **Day 20: Historical Thinking**  **Students will identify activities that make history come alive for students. Students will identify primary and secondary sources. Annotate and discuss KAS for Social Studies Culture and Society Standards.** | **Thursday**  Next Generation Social Studies Standards/ Prior Standards we have studied  **Journal Prompt**  *Evaluate the new Next Gen Standards.*    **Thursday**  Read Ch. 12  KAS for SS Culture and Society Standards P,I,5  **Journal Prompt**  *Identify how to create student historians in your classroom.* |
| **11**  **Begins 11/7**  *“*[*Every great dream begins with a dreamer. Always remember, you have within you the strength, the patience, and the passion to reach for the stars to change the world.*](http://www.brainyquote.com/quotes/quotes/h/harriettub310306.html)*”*  [*Harriet Tubman*](http://www.brainyquote.com/quotes/quotes/h/harriettub310306.html) | **Day 21 Objective: Historical Thinking**  **Students will participate in a jigsaw activity combining the textbook, C3 Framework and KAS for Social Studies to compare and become familiar with in the area of History.**  **Day 22 Objective: Historical Thinking**  **Students will present their Discover America Projects** | **Tuesday**  Read C3 Framework History and KAS for SS Historical Perspective, P, I, 5  ***Journal Prompt***  *How do the three documents overlap in the area of history?*  **Thursday**  Student Presentations  ***Journal Prompt***  *Students reflect on what they learned from their projects regarding the teaching of history.* |
| **12**  **Begins 11/14**  *“*[*Education is the most powerful weapon which you can use to change the world.*](http://www.brainyquote.com/quotes/quotes/n/nelsonmand157855.html)*”*  [*Nelson Mandela*](http://www.brainyquote.com/quotes/quotes/n/nelsonmand157855.html) | **Day 23 Objective: Integrated Instruction**  **Students review how to integrate social studies into other content areas.**    **Day 24 Objective: Economics**  **Students will read materials, view a PowerPoint on economics education and participate in an economic activity.** | **Tuesday**  Read Ch. 10  **Journal Prompt**  *Describe ways to integrate social studies into other content areas.*  **Thursday**  Read materials given in class on economics education  **Journal Prompt**  *Identify ways to integrate the teaching of economics into other content areas.* |
| **13**  **Begins 11/21**  *“*[*The most difficult thing is the decision to act, the rest is merely tenacity. The fears are paper tigers. You can do anything you decide to do. You can act to change and control your life; and the procedure, the process is its own reward.*](http://www.brainyquote.com/quotes/quotes/a/ameliaearh120929.html)*”*  [*Amelia Earhart*](http://www.brainyquote.com/quotes/quotes/a/ameliaearh120929.html) | **Day 25 Objective: Economics**  **Students will participate in a jigsaw activity combining the textbook, C3 Framework and KAS for Social Studies to compare and become familiar with in the area of Economics**  **Day 26**: **Enjoy Thanksgiving Break!**  **\*Prepare for Economics Presentations** | **Tuesday**  Read C3 Framework Economics and KAS for SS Economics P, I, 5  ***Journal Prompt***  *How do the three documents overlap in the area of economics?*  **Thursday:**  **No prompt** |
| **14**  **Begins 11/28**  *“*[*Religion is as necessary to reason as reason is to religion. The one cannot exist without the other. A reasoning being would lose his reason, in attempting to account for the great phenomena of nature, had he not a Supreme Being to refer to; and well has it been said, that if there had been no God, mankind would have been obliged to imagine one.*](http://www.brainyquote.com/quotes/quotes/g/georgewash564174.html)*”*  [*George Washington*](http://www.brainyquote.com/quotes/quotes/g/georgewash564174.html) | **Day 27 Objective: Economics**  **Students present their economic projects. Students will identify ELA standards of speaking and listening are through presentations.**  **Day 28 Objective: Cultural Diversity**  **Students will identify the elements of cultural diversity in the social studies classroom. Classroom preparation for Celebration of Light Luncheon.** | **Tuesday**  Student Presentations  ***Journal Prompt***  *Students reflect on what they learned from their projects regarding the teaching of economics..*  **Thursday**  Read Ch. 3  **Journal Prompt**  *Identify a time when you felt uncomfortable in a classroom due to a cultural diversity issue.* |
| **15**  **Begins 12/5**  *“*[*I attribute my success to this - I never gave or took any excuse.*](http://www.brainyquote.com/quotes/quotes/f/florenceni391864.html)*”*  [*Florence Nightingale*](http://www.brainyquote.com/quotes/quotes/f/florenceni391864.html) | **Day 29 Objective: Assessment**  **Students will identify the difference between what children know and what children should be able to do from a social studies lesson. Students will identify the importance of reflection for both students and teachers.**  **PGES system for evaluation**  **Day 30: Review for Final**  **Celebration of Light Luncheon Thursday December 8** | **Tuesday**  Read Ch. 4 and Ch. 14  **Journal Prompt**  *How will you know what a student learns from your social studies lesson? Did you meet your goal for this course?*  **Thursday**  **Luncheon and**  REVIEW FOR FINAL |
| **LAST CLASS**  **Final TBA**  **Begins 12/12** | **FINAL WEEK FINAL** |  |

**ASSESSMENT/EVALUATION**

**Final grade calculated based on the following values of assignments:**

100 Participation

300 Unit

200 Assessments

100 Review of Children’s Literature with presentation

100 Autobiography

100 Discover America Project

100 Cultural Diversity Project

50 Disposition

100 Economics Project

100 Field Hours

150 PPD with reflection

**1400**  **Total Points**

**Course Grading Scale in Percentages with points**

**A = 1302-1400 (93%- 100%)**

**B = 1204-1301 (86%- 92%)**

**C = 1092-1203 (78%- 85%)**

**D = 710-1091 (70%-77%)**

**F = below 710 pts.**

**Disability Statement:**

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions.  If you have a documented disability or condition of this nature, you may be eligible for disability services.  Documentation must be from a licensed professional and current in terms of assessment.  Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

**Plagiarism Policy**

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog). Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

**\*\*\* School of Education Attendance Policy:\*\*\***

Regular attendance in professional education courses is expected of all students. It is a professional responsibility that is a part of the disposition assessment of teacher candidates. No more than six (6) absences for Monday/Wednesday/Friday courses and No more than four (4) absences for Tuesday/Thursday courses. Absences in excess of these numbers of days will result in an **F** for the course. Tardy is defined as missing 10 minutes or less of class time due to late arrival or early departure.  An accumulation of two tardy instances will equate to one day of absence to be applied to the course attendance policy.  Anything more than 10 minutes and less than 30 minutes of missed class time will result in a half day absence.  More than 30 minutes of missed class time will be considered a full day. Your arrival and departure time are as important as your presence regularly.  This is essential for a smooth classroom experience for you and your classmates now as well as the expectation you will face as a classroom teacher when employed later. *Note: students will not be penalized for absences excused by Campbellsville University; however, it is the student’s responsibility to notify the professor in advance of the excused absence.* It is also the student’s responsibility to insure that all assignments are submitted on due dates, regardless of date(s) of absences.

**Incomplete Statement**

A grade of “I” is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I”; grade must be completed within 12 months from the time awarded. It is the student’s responsibility to complete requirements within the 12 month period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

**Title IX Statement**

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789-5016; Email – [twvanmeter@campbellsville.edu](mailto:twvanmeter@campbellsville.edu)

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX)

**Student Academic Progress (SAP)**

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility.  All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

In order to complete the necessary number of credit hours to complete a degree at Campbellsville at an acceptable rate, students must complete two-thirds (2/3) of all hours attempted. All attempted hours will be totaled and multiplied by 67% (.67) to determine the number of credit hours a student must have earned. Grades of W, I, and F and transfer hours are counted at attempted hours, however grades of W, I, and F will NOT be counted as earned hours. Retaking courses will add to the attempted total but will count only once as an earned credit.

**Communication Requirement**

Students are expected to activate and regularly use the university provided email domain studentname@stu.campbellsville.edu) for all email communication for this class.

**Disposition Assessment**

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University’s educator preparation program strives to lead candidates in the self-efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be introduced to the education program’s conceptual framework, which includes disposition expectations in the introductory courses and will also become familiar with and commit to the *Codes of Ethics for Professional Educators* which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc.,that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a “Disposition Recommendation” form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student’s School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.

**Bibliography**

Farris, Pamela J. (2001) *Elementary and Middle School Social Studies: An Interdisciplinary Instructional Approach.* Third edition. McGraw Hill. Boston.

Irvin, Judith L. et al. (1995) *Enhancing Social Studies Through Literacy Strategies*. Bulletin 91. National Council for the Social Studies Publication. Washington. DC.

Levstik, Linda S. and Keith C. Barton. ( 2005 ). *Doing History: Investigating with Children in Elementary and Middle Schools.* Third edition.

Martorella, Peter H. and Candy Beal. (2002) *Social Studies for Elementary School Classrooms: Preparing Children to Be Global Citizens.* Third edition. Merrill Prentice Hall. Upper Saddle River. NJ.

Parker, W. (2012) S*ocial Studies in Elementary Education.* Fourteenth edition. New York. MacMillan Publishing.

Welton, David A. (2002) *Children and Their World: Strategies for Teaching Social Studies.* Seventh edition. Houghton Mifflin. Boston.

**Class Participation Rubric**

**You are responsible for your own education.** Each pre-service teacher is valuable to the success of this course. To be engaged, you need to participate, that is, speak.

**Regular attendance in professional education courses is expected of all students. It is a professional responsibility that is a part of the disposition assessment of teacher candidates. No more than four (4) absences will be allowed for Tuesday/Thursday courses. Excess absences will result in an F for the course. *Note: students will not be penalized for absences excused by Campbellsville University; however, it is the student’s responsibility to notify the professor in advance of the excused absence.* It is also the student’s responsibility to insure that all assignments are submitted on due dates, regardless of date(s) of absences.**

Every student will participate in group and individual assignments done in class weekly. Examples of activities might be-complete readings, chapter assignments, writings, and presentations.

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| CATEGORY | **4** | **3** | **2-1** | **0** |
| **Preparedness/Attendance**  **\*approve absences with professor prior to the class requiring absence**  **\*No more than 4 absences are allowed for the course; excess absences may result in an F for the course** | Student is completely prepared (readings, assignments, materials) and arrives on time. | Student attends class, but may be lacking in one area:  Not arriving on time, assignment missing, lack of materials. | The student attends class, but is lacking in more than one area: Not arriving on time, assignment missing, lack of materials. | The student does not attend class/lack of approved excuse. |
| **Attention/Contribution** | Student is willing to share insight/perspectives (*challenge other’s thinking*), provides feedback, responds to questions, and acts in a respectful manner as defined by SOE expectations. | Student is willing to participate and occasionally: share insight/perspectives, provides feedback, responds to questions, and acts in a respectful manner as defined by SOE expectations. | Student rarely shares insight/perspectives, provides feedback, responds to questions, or acts in a respectful manner as defined by SOE expectations. | Student does not participate appropriately (does not share thoughts, answer questions, or act appropriately). |

**Culture Research Project Rubric**

Students will be required to conduct a case study of an international student and present this to the class (follow the guide sheet to complete your research). Technology should be a part of your project. Culture includes dress, music, symbols, religion, and traditions. A picture of the international student should be included. Students create a **lesson plan** using a literature book connecting the international students’ culture to a holiday. The information will be shared at the Celebration of Light Luncheon in a **display**. A food from the celebration should be included.

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| CATEGORY | **25** | **19** | **13** | **7** |
| **Preparedness** | Student is completely prepared with all pieces of the project and arrives on time. | Student is missing one project component and/or may have arrived late. | The student is missing two components of the project and/or may have arrived late. | The student is missing three or more components of the project and/or may have arrived late. |
| **Lesson Plan** | Lesson plan meets all SOE/ assignment requirements, is organized, and without grammatical errors. | Lesson plan meets all SOE/assignment requirements, is organized, but may have grammatical errors or one missing component. | Meets most of the expectations for the assignment, but one component may not be complete and contains grammatical errors. | Does not meet the basic assignment expectations/contains many errors or missing sections. |
| **Content, Research, and Technology** | Required case study components are all present and accurate: background summary, reflection/connections, picture, culture requirements, and technology. | All but one required case study components are all present and accurate: background summary, reflection/connections, picture, culture requirements, and technology. | 2 required case study components are missing or inaccurate: background summary, reflection/connections, picture, culture requirements, and technology. | More than 2 components outlined in this section are incorrect, incomplete, or missing. |
| **Presentation and Food** | A food representing the researched culture is provided and the information from the case study is presented in an organized manner. | A food representing the culture is provided, but case study information is not organized. | One component is missing or lacking:  A food representing the culture or the case study information. | A cultural food is not provided and the case study information is absent or completely incorrect. |

**Autobiography Presentation Rubric**

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| CATEGORY | **25** | **19** | **13** | **7** |
| **Preparedness/**  **Enthusiasm** | Student is completely prepared/enthusiastic and has obviously rehearsed by giving appropriate eye contact to the audience and timing/transitioning appropriately. | Student seems pretty prepared but might have needed a couple more rehearsals. (eye contact or transitions/timing may be lacking at times) | The student is somewhat prepared, but it is clear that rehearsal was lacking due to a lack of eye contact or smooth transitions/timing. | Student does not seem at all prepared to present. |
| **Speaks Clearly** | Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words. | Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word (without an attempt to clarify/correct the error). | Speaks clearly and distinctly most ( 94-85%) of the time. Mispronounces no more than one word. | Often mumbles or cannot be understood OR mispronounces more than one word. |
| **Content** | Meets expectations for assignment: approx. 10 slides, organized thoughtfully, references a diverse population(s) and/or life experiences AND provides other visual/audio aids, or further connects the experience in a creative way. | Meets expectations for assignment: approx. 10 slides, organized thoughtfully, references a diverse population(s) and/or life experiences. | Meets most of the expectations for the assignment, but one components may not be complete. | Does not meet the basic assignment expectations. |
| **Volume** | Volume is loud enough to be heard by all audience members throughout the presentation. | Volume is loud enough to be heard by all audience members at least 90% of the time. | Volume is loud enough to be heard by all audience members at least 80% of the time. | Volume often too soft to be heard by all audience members. |

**Review of Children’s Literature with presentation Rubric**

**100 points ILA 1, KTS 1, 3, 4, CAEP 3, 4, DOMAIN 1**

Students will be required to keep a running list of Children’s Literature that can be connected to the KAS for Social Studies and C3 Framework. At least ten sources should be cited (APA format), with a minimum of five sources reviewed in the annotated bibliography format. Students choose one of the books to present to the class. The book can be presented using technology, orally read to the class or in a group reading format with multiple copies of the book. The objectives for the lesson should be aligned to the ELA standards for a grade of their choosing. Any handouts or activities do not have to be completed during the presentation but should be given out before or after the presentation. A **lesson plan** should be given to Dr. Flanagan the day of the presentation.

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| CATEGORY | **25** | **19** | **13** | **7** |
| **Preparedness/**  **Enthusiasm** | Student is completely prepared/enthusiastic and has obviously rehearsed by giving appropriate eye contact to the audience and timing/transitioning appropriately. | Student seems pretty prepared but might have needed a couple more rehearsals. (eye contact or transitions/timing may be lacking at times) | The student is somewhat prepared, but it is clear that rehearsal was lacking due to a lack of eye contact or smooth transitions/timing. | Student does not seem at all prepared to present. |
| **Speaks Clearly** | Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words. | Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word (without an attempt to correct the mistake). | Speaks clearly and distinctly most ( 94-85%) of the time. Mispronounces no more than one word. | Often mumbles or cannot be understood OR mispronounces more than one word. |
| **Content/Lesson Plan** | Lesson plan meets all SOE/ assignment requirements, is organized, and without grammatical errors. | Lesson plan meets all SOE/assignment requirements, is organized, but may have grammatical errors or one missing component. | Meets most of the expectations for the assignment, but one components may not be complete and contains grammatical errors. | Does not meet the basic assignment expectations. |
| **Volume** | Volume is loud enough to be heard by all audience members throughout the presentation. | Volume is loud enough to be heard by all audience members at least 90% of the time. | Volume is loud enough to be heard by all audience members at least 80% of the time. | Volume often too soft to be heard by all audience members. |

**Economics Project Rubric**

**100 points KTS 3, 9, 10, CAEP 1 DOMAIN 1, 3**

After researching the economic needs of your community, develop an economic activity to teach students that address these needs to present to class. Create a **lesson plan** using the KAS for Social Studies and C3 Framework. Create an **interactive presentation** for the class.

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| CATEGORY | **25** | **19** | **13** | **7** |
| **Preparedness** | Student is completely prepared and has obviously rehearsed by giving appropriate eye contact to the audience and timing/transitioning appropriately. | Student seems pretty prepared but might have needed a couple more rehearsals. (eye contact or transitions/timing may be lacking at times) | The student is somewhat prepared, but it is clear that rehearsal was lacking due to a lack of eye contact or smooth transitions/timing. | Student does not seem at all prepared to present. |
| **Speaks Clearly** | Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words. | Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word (without clarifying/correcting error). | Speaks clearly and distinctly most ( 94-85%) of the time. Mispronounces no more than one word. | Often mumbles or cannot be understood OR mispronounces more than one word. |
| **Content/Lesson Plan** | Lesson plan meets all SOE/ assignment requirements, is organized, and without grammatical errors. | Lesson plan meets all SOE/assignment requirements, is organized, but may have grammatical errors or one missing component. | Meets most of the expectations for the assignment, but one components may not be complete and contains grammatical errors. | Does not meet the basic assignment expectations. |
| **Volume** | Volume is loud enough to be heard by all audience members throughout the presentation. | Volume is loud enough to be heard by all audience members at least 90% of the time. | Volume is loud enough to be heard by all audience members at least 80% of the time. | Volume often too soft to be heard by all audience members. |

**Discover America Project Rubric**

Choose an important person from American History. Create a **presentation** that will describe the person and the contributions made to America. Describe how our society would be different without this contribution. Students create a **lesson plan** that can be used to teach this person. Objectives should be aligned to the KAS for Social Studies and C3 Framework.

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| CATEGORY | **25** | **19** | **13** | **7** |
| **Preparedness** | Student is completely prepared and has obviously rehearsed by giving appropriate eye contact to the audience and timing/transitioning appropriately. | Student seems pretty prepared but might have needed a couple more rehearsals. (eye contact or transitions/timing may be lacking at times) | The student is somewhat prepared, but it is clear that rehearsal was lacking due to a lack of eye contact or smooth transitions/timing. | Student does not seem at all prepared to present. |
| **Speaks Clearly** | Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words. | Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word. | Speaks clearly and distinctly most ( 94-85%) of the time. Mispronounces no more than one word. | Often mumbles or cannot be understood OR mispronounces more than one word. |
| **Content/Lesson Plan** | Lesson plan meets all SOE/ assignment requirements, is organized, and without grammatical errors. | Lesson plan meets all SOE/assignment requirements, is organized, but may have grammatical errors or one missing component. | Meets most of the expectations for the assignment, but one components may not be complete and contains grammatical errors. | Does not meet the basic assignment expectations. |
| **Volume** | Volume is loud enough to be heard by all audience members throughout the presentation. | Volume is loud enough to be heard by all audience members at least 90% of the time. | Volume is loud enough to be heard by all audience members at least 80% of the time. | Volume often too soft to be heard by all audience members. |

**Disposition 50 points KTS 1-10, CAEP DOMAIN 1, 2, 3, 4**

A disposition form will be completed on each student of the class. This will become part of the application for CAP 3. It also will be worth up to 50 points for this class for full completion and submission by the deadline.