Conceptual Framework Theme

The theme/purpose of the conceptual framework undergirding the Department of Education’s programs is: to produce graduates who are critical thinking problem solvers with the knowledge, pedagogical, and technological skills, and professional dispositions needed to function as effective teachers in a diverse world.

Department of Education Mission Statement

The Shaw University Department of Education builds on the knowledge, skills, and values that students acquire through their liberal arts and science foundations. Candidates graduating from the department will have the specialty area knowledge, professional skills, and experiences that will enable them to function as competent and effective teachers who think critically and demonstrate effective problem-solving skills.

Departmental majors may choose a specific concentration from four different specialty areas. Each student is encouraged to choose one of the specialty areas listed below by the end of his/her sophomore year.

- Birth through Kindergarten Education (B-K)
- Elementary Education (K-6)

Graduate students may pursue a Master of Science in Curriculum and Instruction with a concentration in Early Childhood Education.

[The Secondary English Education (9-12) and Secondary Mathematics Education (9-12) programs are housed in the content areas. The University suspended the Special Education: General Curriculum (K-12) Program, effective in fall 2006.]

Department of Education/Program Goals

The goals of the Department of Education are:

1. to align the institutional mission and goals with state, regional, national, and departmental standards and requirements;
2. to prepare candidates to work in schools as teachers who know and can demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all P-12 students learn;

3. to implement an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs;

4. to collaborate with school partners to design, implement, and evaluate field experiences and clinical practice so that teacher candidates develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn;

5. to design, implement, and evaluate curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn;

6. to maintain a qualified faculty that models best professional practices in scholarship, service, and teaching; and

7. to maintain the leadership, authority, budget, personnel, facilities, and resources for the preparation of candidates to meet professional, state, and institutional standards.

NOTE: The mission statement and goals of the Department of Education are aligned with the mission statement and goals of each of its programs.

**Required Text(s)**


Blackboard

**General Course Description**

This course prepares teacher candidates to teach social studies in elementary schools. This course requires the candidate to apply critical thinking, problem solving skills, and information technology skills, and effective instructional strategies to the extensive literature that deals with the teaching of social studies to diverse learners. Students will apply instructional skills in teaching history, geography, economics, political science, anthropology, and sociology using research-based, effective instructional approaches. A library component is required. To fulfill the library component the candidate must meet with the media specialist to become acquainted with NC Live and similar programs, which provide literature on current topics and to review lesson plans which practicing teachers across the state of NC have developed.

**Student Learning Outcomes**

After successful completion of this course, students will be able to:

1. Demonstrate critical thinking, problem solving, and use of education and information technology when preparing and presenting instructional strategies for diverse learners.
2. Teach and demonstrate knowledge of the major concepts of social studies for diverse learners.
3. Demonstrate a balanced approach to teaching social studies for diverse learners.
4. Conduct computer-assisted searches of library resources such as NC Live and other on-line resources for use in the implementation of instructional strategies.

5. Understand and use of the principles of social studies for the design, implementation, and evaluation of students’ academic and social performance in the classroom;

6. Discuss ethical and professional issues surrounding the use of applied social studies techniques.

**Standards and Indicators for Elementary Social Studies.**

**Students will demonstrate that they meet the following state standards:**

These standards are taken from the Standards for Elementary Teachers as approved by the NC State Board of Education. These standards were derived from Core Standards for the Teaching Profession and were developed by the NC Professional Teaching Standards Commission. They are correlated with the NC Standard Course of Study and the national social studies and English standards, the National Board for Professional Teaching Standards, the Interstate New Teacher Assessment, and the National Council for Accreditation of Teacher Education.

**Specific NCDPI Standards and Indicators**

The students will demonstrate that they meet the following state standards:

**Core Standards**

1.1 Teachers have a broad knowledge of content

1.2 Demonstrate knowledge of how to teach students.

1.3 Demonstrate ability to teach a diverse population of students.

1.5 Demonstrate ability to reflect about their practice.

**Diversity Standard:**

6.0 Reflective practitioners who are committed to educational equality

**Technology Standards:**

1.1 Demonstrate introductory knowledge, skills related to technology

1.5 Use technology to enhance productivity and professional practice

**Elementary Education Standards:**

1.5 Know and understand that reading is taught as a process of constructing meaning through interaction of existing knowledge, information, and context

1.6 Understand importance of literacy for personal and social growth

1.8 Understand written and oral composition process

**English Education Standards:**

1.0 Know and understand English language

2.0 Know and understand written and oral composing processes

2.1 Understand skills and strategies that enhance reading

2.2 Understand comprehension strategies

6.4 Model effective learning and problem-solving

8.0 Use assessment as an integral part of instruction and learning
Mathematics Education Standard:
4.6 Use appropriate technology to interpret data

Assignments (All assignments must be placed on Livetext)

1. **Reflection Journal:** You are to read the syllabus and write a reflection paper on your thoughts about the Professional Disposition and the Course Expectations. Why do you think they are important to have in a learning environment?

   Core 1,2,6,14; Technology 3,5; Diversity 4,6; Elementary Education 1,6,14.

2. **Library Component.** The librarian (Mrs. Mair) from the Curriculum Materials Center will make a presentation to the class to help students with library skills. The presentation will include:
   - How to write, using the APA style (Publication Manual of the American Psychological Association, 6th ed.)
   - How to search databases to locate sources
   - How to locate sources in the Curriculum Materials Center
   - Tips on how to use Microsoft Word

   Core 1.1; Technology 1.1, 1.3

3. Three journal articles on topics related to teaching math, technology, diverse learners, etc. Journal abstracts must be aligned with NCDPI/NCATE Standards and Indicators. Read and report on six current journal articles using the Shaw University Department of Education format:

   A. Title of Article
   B. Author
   C. Journal
   D. Synopsis (Summary in your own words, at least ½ page in length)
   E. Subjects (People involved in study, ex. fifty ten year old boys)
   F. Instrument (Kind of test, survey, etc. used to collect data)
   G. Findings (outcome)
   H. Implications/Applications (How will or can this information be used?)
   I. Reaction (Your personal)

   All journal article reviews must be attached to the article. You should make a template of your article review and keep a backup on diskette. Be sure to include your name, date and title of course and the instructor’s name on each review.

   Core 1.1; Technology 1.1, 1.5; Diversity 6.0 Elementary Education 1.1, 2.0

4. **Unit Plan**

   One unit plan must be developed. The unit plan should consist of a social studies unit plan. The unit plan must be aligned with the NCDPI/NCATE Standards and Indicators for a particular K-6 grade level. The unit plan must contain at least 5 lesson plans each.
The unit plan must contain a list of concepts to show scope and sequence, behavioral objectives, social studies content for the teacher, ideas for beginning units and lessons, lists of related children’s books and websites, list of materials needed, lesson enrichment ideas, bulletin board ideas, field trip ideas, use of instructional technology, strategies necessary for working with diverse populations, critical thinking, problem solving, computer software and audiovisual aids, and lesson plans. There should be an assessment with each lesson. This assessment will be given to students to see what they have learned after you have taught the lesson.

*A demonstration lesson will be done from the unit.

Be sure to document all sources used (at least 10 library references).

a. Lesson plans must follow the lesson plan format that includes review, objective, teacher input, guided practice, independent practice and closure which must include a variety of types of questions (recall to evaluation). Activities must provide for the multiple intelligences, critical thinking, and problem solving. Lesson plans must be aligned with and identify at least five NCDPI/NCATE standards and indicators (core, diversity, technology, social studies standards). Several indicators should be included and identified.

Core1.1; 2.0, 3.0; Technology 1.0, 3.0 5.0; Diversity 1.0, 2.0 4.0 Elementary Education 1.0, 2.0, 6.0, 8.0, 14.0

5. Microteaching

Each student will be given an opportunity to plan and teach one brief lesson. This activity will provide an invaluable experiential opportunity to learn how to teach, as well as to consolidate teaching knowledge and skills. The six point format will be used in developing the lesson. Microteaching is a scaled down teaching situation in which a 10-15 minute mini-lesson is taught to a few students. NCDPI standards and indicators must be included with the presentation.

Core1.1; 2.0, 3.0; Technology 1.0, 3.0 5.0; Diversity 1.0, 2.0 4.0 Elementary Education 1.0, 2.0, 6.0, 8.0, INTASC Standard 1

6. Professional Journal Article: Choose a study from a professional journal such as those listed in the reading section of the syllabus that uses a behavioral approach to change or modify a behavior.

1. Identify the behavior targeted for change
2. Identify the intervention used by the investigator(s)
3. State whether a functional relationship between the two was established

Core 1.1; Diversity 6.0; Technology 1.1, 1.5; English Education 1.0, 2.0,2.1,2.2,6.4, 8.0; Mathematics 4.6; Special Education 1.2
Topics
The Elementary Social Studies Curriculum
Planning for Social Studies Instruction
Instructional Strategies
Using Multiple Assessments to Evaluate Students’ Learning
Aiding Our Students to Interpret History
Teaching Geography and Economics
Teaching Civic Education
Helping All Our Diverse Students
Social Studies and Literacy Connection
Using Technologies for the Social Studies

Homework/Projects: Homework and semester projects are due at the beginning of the class period on the day the assignment is due. Assignments not turned in on time will result in a recorded grader of zero, unless your instructor has agreed in advance to a late submission.

Evaluation:

- Two quizzes
- Mid-term examination
- Final examination
- Preparation and presentation of lessons
- Unit plan (All of the elementary education standards and indicators for social studies and language arts must be reflected in the various lesson plans)
- All assignments must be saved electronically, placed on Blackboard and submitted as a hard copy. All assignments will be evaluated on the performance ratings of: Target (90-100), Acceptable (70-89), Unacceptable (69 and below).

Grading Scale:

A: 90-100 (Target)
B: 80-89 (Acceptable)
C: 70-79 (Acceptable)
D: 60-69 (Unacceptable)
F: Below 60 (Unacceptable)

Professional Dispositions

Standards of Professional Conduct

1. Generally recognized professional standards
   Respect the dignity and worth of each individual; help students reflect on their learning and apply learning to their experiences through observations, field experiences, and oral presentations; foster development through all students by nurturing and providing feedback; creating a challenging learning environment by allowing group discussions and solving problems related to child development issues; committed to contributing learning by allowing students to present oral
reports; discussions of the Conceptual Framework and classroom dispositions are ongoing

2. Personal Conduct
   Reflected through attendance and punctuality, preparedness, attitude towards the university policies, dress code, respect and caring for students, leadership skills, implementing policies that reflects excellence, the ability to design and deliver instructions that will help the students to develop the skills in order to think critically and solve problems, upgrading by attending workshops, meeting timelines, avoid stereotyping by race, gender, age, religion, ethnicity, disability, physical appearance or social status, invite dialogue, research to increase knowledge, open mindedness, shows empathy

3. Honesty
   Advisement of student, daily operation of the program, student conferences, plagiarism, coursework evaluation, accountability. The educator shall not engage in conduct involving misrepresentation in the performance of professional duties.

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**COURSE REQUIREMENTS**

- For all assignments involving children the [Code of Ethics developed by the National Association for the Education of Young Children and the state of North Carolina Code of Professional Practice and Conduct of North Carolina Educators](https://www.naeyc.org/standards/) should be observed.
- All written assignments must be typed, double-spaced using a 12 font. Assignments should include a cover page with the student’s name, date, assignment title, course number, and semester. Each assignment should be proofread and free of grammatical errors.
- Blackboard/Live Text will be used to assess all assignments. Common rubrics will be used for each assignment.

**COURSE EXPECTATIONS**

1. **Course Readings.** Hand-outs will be given to students to read in addition to the course text. It is expected that students will read the materials as assignments and tests will be based on the content of the hand-outs. It will be expected that you check your e-mail as some articles will be sent to your e-mail address.
2. **Class Attendance Policy/Excuses from Class:**
   The class attendance policy of the University is as follows:
   Class attendance is required for all Shaw University students. Each student is allowed as many unexcused absences per semester as the class meets per week. For example, in a three-credit hour course, which meets three times per week, the student is allowed three unexcused absences per semester. Students are allowed two unexcused absences per semester for classes that meet twice per week. For classes that meet once per week, students are allowed only one unexcused absence.
   **Student Responsibility:**
   Students are responsible for adhering to the University’s Class Attendance Policy. It is the responsibility of students to make-up, in a timely fashion, scheduled class work missed because of a class absence(s). Absence from unannounced quizzes, tests and
other assignments may be made up at the discretion of the faculty member. Students who exceed the maximum number of absences may receive a failing grade for the course. It is your responsibility to provide an explanation and a university excuse to the instructor.

3. **Written assignments and Projects.** All projects are expected to be completed and turned in by the assigned due date. Assignments turned in late will be accepted only if your instructor has been notified and agrees to the late submission.

4. **Tests.** If you miss a test, you must produce a university excuse. A day at the end of the semester will be scheduled for make-up tests.

5. **Cheating/Plagiarism.** Cheating is the practice of fraudulent and deceptive acts for the purpose of improving a grade or obtaining course credit. Plagiarism is a specific form of cheating that consists of the misuse of the published and/or unpublished works of another by representing the material so used as one’s own work. The acts of Cheating and/or plagiarism will lead to receiving an “F” on the assignment and the filing of a report with the Dean.

6. **Classroom Decorum Expectations.** To enhance the learning atmosphere of the classroom, students are expected to dress and behave in a fashion conducive to learning in the classroom. More specifically, students will refrain from disruptive classroom behavior (i.e., talking to classmates, disrespectful responses to teacher instructions; swearing; wearing clothes that impede academic learning such as but not limited to, wearing body-revealing clothing and excessively baggy pants; hats/caps, and/or headdress. Students will turn off telephones prior to entering the classroom. Students who exhibit the behaviors described above, or similar behaviors will immediately dismissed from class at the third documented offense. The student will be readmitted to class only following a decision by the department chair. The student may appeal the decision of the department chair to the Dean of the College offering the course, and, subsequently, to the Office of the Vice President for Academic Affairs, and then to the President of Shaw University. The decision of the President will be final. Failure to follow the procedures herein outlined will result in termination of the appeal, and revert to the decision of the department chair. *(Not Applicable to Online Courses).*

7. **Professional Disposition (Checklist of Indicators)**
   Each student is expected to participate actively and professionally in class discussions and other applied class activities. This includes communicating with others through Blackboard. It is expected that every participant will treat others with respect even when disagreeing with ideas or view points presented. Regular attendance is a class requirement due to many activities that will take place in class. Attendance is also a University requirement.

**Bibliography of Suggested Readings:**


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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignment Due</th>
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<tr>
<td>January 19, 2009</td>
<td>Martin Luther King Holiday</td>
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<tr>
<td>January 26, 2009</td>
<td>Introduction to Class</td>
<td>Discussion on Conceptual Framework/ Course Syllabus/Attendance and Participation/Code of Ethics</td>
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<tr>
<td></td>
<td>Conceptual Framework/ Course Syllabus/Attendance and Participation/Code of Ethics</td>
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<tr>
<td>February 2, 2009</td>
<td>The Elementary Social Studies Curriculum</td>
<td>Discuss Chapter 1 Reflective Journal Due on Professional Disposition</td>
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<td>(Hybrid)</td>
<td>Planning for Social Studies Instruction</td>
<td>Read Chapter 2 Journal Article Review 1</td>
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<td>February 9, 2009</td>
<td>Instructional Strategies</td>
<td>Read Chapter 3 First Social Studies Lesson Due in Notebook</td>
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<tr>
<td>(Hybrid)</td>
<td>Using Multiple Assessments to Evaluate Students’ Learning</td>
<td>Read Chapter 4 Reflective Journal Due on Chapter</td>
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<td>February 16, 2009</td>
<td>Aiding Our Students to Interpret History</td>
<td>Read Chapter 5 Second Social Studies Lesson Due in Notebook</td>
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<tr>
<td>March 2, 2009</td>
<td>Planning for Social Studies Instruction</td>
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<tr>
<td>March 9-11, 2009</td>
<td>Mid-term</td>
<td>Will be discussed</td>
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<tr>
<td>March 9, 2009</td>
<td>Social Studies and Literacy Connection</td>
<td>Read Chapter 9 *Demonstration Lesson (using technology)</td>
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<tr>
<td>March 16, 2009</td>
<td>Helping All Our Diverse Students</td>
<td>Read Chapter 8 Journal Article 2 Due</td>
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<td>March 23, 2009</td>
<td>Teaching Geography and Economics</td>
<td>Read Chapter 6 Third and Fourth Social Studies Lessons Due in Notebook</td>
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<td>March 30, 2009</td>
<td>Teaching Civic Education</td>
<td>Read Chapter 7 Journal Article 3 Due</td>
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<td>April 6, 2009</td>
<td>Using Technologies for the Social Studies</td>
<td>Read Chapter 10 Fifth Social Studies Lesson Due in Notebook</td>
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<td>April 10-19, 2009</td>
<td>Easter and Spring Break</td>
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<td>April 20, 2009</td>
<td>*Demonstration Lessons</td>
<td>Using technology</td>
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<td>April 27, 2009</td>
<td>Professional Journal Article</td>
<td>Look at syllabus</td>
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<tr>
<td>May 4-7, 2009</td>
<td>Final Exam</td>
<td>Will be discussed</td>
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