



Stony Brook University

Distributed Teacher and Leader Education (D-TALE)

SSE 397 – Teaching Social Studies Methods I

Instructor: Terry Earley, Ph.D.

Fall 2018

Tuesday, 5:30 – 8:30 PM

Room: SBS 118

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Office Hours: Tuesday 3:00 – 5:00 PM

Wednesday – by appointment

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Catalogue Description: Social Studies as taught in the secondary schools; the nature of the social studies, curricula models, scope and sequence of topics offered, new programs of social studies instruction, etc., Designed for prospective teachers of social studies in secondary schools.

Prerequisite: Registration in the Social Studies Secondary Teacher Preparation Program.

Purpose of Course:

The following performance objectives inform our curriculum and instruction and provide standards which teacher candidates must meet if they are to provide a quality education to their students. This course will prepare teacher candidates who:

- are knowledgeable in the content and the pedagogy of Social Studies.
- integrate their understanding of human development to design diverse learning experiences that promote intellectual, social and personal development.
- understand and appreciate the impact of linguistic, cultural and social diversity and create varied learning experiences to accommodate differences.
- use multiple instructional strategies creatively to develop learners' critical thinking, cognitive and performance skills, and intellectual curiosity.
- understand group dynamics and use cooperative learning and other teaching strategies to enhance individual academic and social learning within diverse communities of learners.
- are able to use and integrate all types of technology effectively to enhance their own learning as well as to design learning experiences with technology to support student learning.
- combine knowledge of the discipline, pedagogy and community to design learning experiences.
- understand and apply multiple modes of assessment to both evaluate learners and to inform, modify and improve instruction.
- reflect on learning and teaching to grow professionally, are confident and passionate about education as a profession and are flexible, open to constructive criticism, intellectually curious, personally, approachable and possess a sense of humor.
- foster collegial and communal partnerships for student learning and well-being and are life-long learners who embrace continuing professional development.

This course is unlike any other course you have ever taken and is your introduction to the profession of teaching. It is a participation and performance course and demands your full involvement. There will be numerous

occasions when you will be presenting information to your colleagues in an effort to have you become comfortable in the role of a classroom teacher.

Required Reading:

Alan J. Singer, *Social Studies for Secondary Schools*, 4rd edition (New York: Routledge, 2014). This is the basic text for the course. Reading will be assigned from this text. Please note: there are on-line essays and additional materials to accompany this text and some of these may be required reading. I'd suggest bookmarking this URL for access – click on “eresouces”: <https://www.routledge.com/Social-Studies-for-Secondary-Schools-Teaching-to-Learn-Learning-to-Teach/Singer/p/book/9780415826587>

Bonnie-Anne Briggs & Catherine Fish Petersen, Prentice Hall Brief Review: United States History and Government (Upper Saddle, New Jersey: Pearson Education, 2016)

A college level US History textbook. We'll suggest some possibilities at our first meeting.

The daily reading of a respectable newspaper. The New York Times (www.nytimes.com) and The Washington Post (www.washingtonpost.com) are both good choices. For a British perspective, The Guardian (www.theguardian.com) is available on line. We'll be discussing contemporary events and their role in the social studies curriculum on a regular basis so please make this reading a part of your daily routine.

Additional readings for classes will be distributed in hard copy or posted on Blackboard

Electronic communication:

This course is posted on Blackboard and it is essential that you have a current E mail account registered with Instructional Computing. The Stony Brook email address is what will be used for all correspondence related to

this course. I will be posting many required readings on Blackboard and will not be distributing hard copies of them, so it is critical that you be registered.

You can access class information on-line at: <https://blackboard.stonybrook.edu> and I encourage you to arrange for this as soon as possible. If you have used Stony Brook's Blackboard system previously, your login information (NetID and NetID Password) has not changed. (If you are not sure what your NetID or NetID password are, log into SOLAR and select NetID Maintenance. Once your NetID and NetID password are set, go to <https://blackboard.stonybrook.edu> and in the Have an account? box, enter your NetID and NetID password, then click Login.)

Relevant documents and forms for Stony Brook's Education Program are available at this website: <http://www.stonybrook.edu/commcms/dtale/resources/forms.php>

Attendance Policy:

Professionalism involves meeting your attendance commitments. I expect you to be in class at each session, on time, and prepared to participate. Participation means engaging in the classroom discussions and presentations. Much of our class will be discussion based. A participation grade will be part of your overall course grade and will take this into account. Any absence beyond one missed class session may have a negative impact upon your course grade. Please contact me in advance of any absence and plan to meet with me during subsequent office hours to discuss any missed work. Similarly, assignment due dates are another example of your professional commitment. Some of them involve class presentations and it is mandatory that you honor those commitments.

Grading - All students must earn a C or better for the course and satisfactorily complete field experience in order to move on to Methods II. Since the methods seminar and field experience are so tightly interwoven, students who do not satisfactorily complete either course **must repeat both**. Also, student knowledge, skills and dispositions in a number of areas are assessed using the Teacher Candidate Professional Development Form (TCPDF). Students must earn a minimum overall average score of 2.0 to move on to Methods II. Students who do not meet this minimum will be required to repeat the course or complete remedial work. Decisions concerning remedial work are made by the course instructor. All these regulations can be found on the D-TALE Website.

PLANNING	# of Points
1 st Lesson Plan	5
2 nd Lesson Plan	5
3 rd Lesson Plan	5
Unit Plan	15
PERFORMANCE	# of Points
Mini-Lesson	20
Song Presentation	5
OTHER	# of Points
Field Observation Assignments	
Flanders Chart w/ Summary	5
Tuckman Chart w/ Summary	5
Effective Teaching Chart w/ Summary	5
Dispositions Assignment	5
Class Participation	5
FINAL EXAM	20
	100 TOTAL

Mini-Lesson Presentation of Lesson Plan – This will be a presentation that will be approximately 20 minutes (absolutely no longer than 25 minutes or we pull the plug!!) based upon a lesson plan that the

student will create (to be handed in). It will include all the elements of an effective lesson (that will be explored in previous classes) using your peers as the class of students.

Lesson Plan One, Two and Three – These will be handed in (refer to the schedule below) and they will be complete lesson plans based upon a 40 minute class period.

Lesson Plan One – 11th American History Class (Regents) Topic of your choice

Lesson Plan Two – 8th grade American History Class (Regents) Topic of your choice

Lesson Plan Three – 7th grade American History Class (Regents) Topic of your choice

Unit Plan – Pick a topic of your choice either in American History, Economics or Government at the appropriate grade level. Create 3 lesson plans for this unit and also some form of culminating assessment (**Unit Test taken over a 2 day period**) (it can't just be a multiple choice test) for the entire unit.

"Pupil-Teachers Interaction" Modified Flanders Chart with Summary and "Personal Teacher Characteristics" Tuckman Chart – During your 50 hours of observation, you will observe a teacher and use the Modified Flanders Chart and the Tuckman chart. **You will then summarize the results.** As a courtesy to the teacher, ask them if they have a problem with you doing this. Tell them that it is strictly anonymous and their name, school and position will not be recorded in any way, shape or form. It should get you thinking about effective teacher-pupil interaction during a class period as well as the personal characteristics of a teacher. Refer to above assignment schedule for when it is due.

Field Experience Assignment with Summary – After observing a teacher for a few days to a week, fill out the Effective Teacher Practices Chart. **You will then summarize the results.** As a courtesy to the teacher, ask them if they have a problem with you doing this. Tell them that it is strictly anonymous and their name, school and position will not be recorded in any way, shape or form. Refer to above assignment schedule for when it is due.

Dispositions Assignment – Being an effective classroom teacher depends on the development of certain attitudes or behavioral dispositions, especially in interacting with students, parents, colleagues and administration. We will explore these issues in class through the use of various scenarios and then see how your answers embody the dispositional requirements established by the various accreditation bodies and/or the dispositions as established by D-TALE. You will be given a classroom scenario and you will respond to it indicating your knowledge and understanding of the dispositional standards that we have analyzed and discussed.

Song/Video Activity Presentation – This is a digital world and much of the information our students absorb comes through electronic, social media. With this in mind, search for a song that you think ties in or relates to a topic in American History and develop a brief 10 to 15 minute activity centered around the song. If you are creative, capable and adventurous adding video to the song would be a very nice extra added touch.

Class Participation – As Homer Simpson once said, “Gee, Marge, why do my actions have to have consequences?” Being present in the class and participating in the discussions, making observations and comments are all apart of the learning process. I encourage your reflections, comments and observations and will expect you to verbalize them during the course of our time together. Full credit for class participation means being in attendance for all classes and being an active participant while in the class. If, for some reason, you cannot attend a class, courtesy and professionalism would suggest that you contact me through email as to your absence.

FIELD EXPERIENCE: All students are required to complete a minimum of 50 hours of field experience in conjunction with each of the two methods courses. Remember to dress appropriately, arrive on time, and act professionally when you visit the schools. Timesheets documenting the completion of the 50 hours must be submitted at the last class. You can download the form from the Documents page of the Social Studies Education Blackboard community.

These 50 hours will be divided into these components:

1. High-needs settings (at least 15 hours). You can download a list of the high-needs districts on Long Island from the Social Studies Educational Blackboard page. "High-needs" schools do not denote bad teaching or bad students. High-needs schools are determined by the ratio of tax resources available to the school community and its socioeconomic and ethnic makeup, which serves as proxies for the level of demand placed upon these resources.
2. The remaining hours (35 hours) can be done at a high school or a middle school of your choice. It is strongly recommended that you visit schools in at least two different districts and that you observe more than one teacher in each building.

These observations serve a variety of purposes (in addition to fulfilling a NYS requirement). Most importantly, they give you the opportunity to analyze the many decisions teachers make every day. They also give you a chance to add to your repertoire of teaching activities and to learn how teachers create a positive learning environment. Some of what you do in the schools will simply involve observation and analysis of what happens in the classroom. However, wherever possible you should seek to play a more active role. For example, ask the teacher if you can assist students whenever they are working individually or in cooperative groups. Ask the teacher if you can do a "mini" lesson (an activity that lasts a brief period of time 10 to 15 minutes) where you can actually practice your teaching skills in front of the class. If you have the opportunity, talk to the teacher after class about why they decided to teach a specific topic in a specific way and how the lesson worked.

You should begin observations as early as possible, but extend them through the end of November. During your Field Experience, you will be filling out the Modified Flanders Pupil-Teacher Interaction Chart and summarizing as well as filling out the Effective Teacher Practices Chart and also summarizing. While we won't be using the Questioning Technique Chart (we will use it in Methods II), you might want to bring it with you and informally begin to analyze the questioning technique of one of the teachers you will be observing. This is not required but recommended.

One last thing to look for while doing your 50 hours of observation. Today's classrooms are more and more heterogeneously mixed with many students having different modalities of learning. While you will

not have to deal with Special Education students who are in a self-contained class environment, you will certainly encounter many students who are either in the Special Education Resource Program or have what is known as a 504 IEP (Individualized Education Plan). Both resource and 504 students have this IEP and it is the responsibility of the classroom teacher to know what the learning disabilities of each student are and modify their instruction for that student. When you are observing, ask the classroom teacher how many resource and 504 students they have in each class and how do they accommodate the special needs of these students. DO NOT ask to see the IEP as it is confidential and since you are only a guest (not a professional educator who is employed by the district) you are not allowed to view the IEP. Lastly, it is recommended, that if possible, you get to observe an "Inclusion" classroom. This is a classroom where they are special education students along with their special education teacher (and sometimes the special education aide as well) "included" with the regular classroom students and their regular classroom teacher. The dynamics of this environment are many and it would be good to observe this type of classroom, if possible.

Over the course of the year (Methods I and Methods II), at least 15 of the 100 hours must be devoted to observing special education students in either the aforementioned inclusion classes or self-contained social studies classes. These hours should be divided more or less equally between the two methods courses as there may be assignments related to this aspect of field experience. There is a box on the field experience time sheet that should be checked to indicate special education observations. Yes, you may observe both special education students in high needs schools and the hours will account for both these requirements.

Americans with Disabilities Act - Disability Support Services (DSS):

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, Room 128, [\(631\)632-6748](tel:6316326748). They will determine with you what accommodations, if any, are necessary and appropriate. All information

and documentation is confidential.

<https://web.stonybrook.edu/newfaculty/StudentResources/Pages/DisabilitySupportServices.aspx>.

Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information go to the following website: <http://www.sunysb.edu/ehs/fire/disabilities.shtml>.

Academic Integrity:

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty is required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty please refer to the academic judiciary website at <http://www.stonybrook.edu/uaa/academicjudiciary/>

Critical Incident Management:

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of University Community Standards any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures. Further information about most academic matters can be found in the Undergraduate Bulletin, the Undergraduate Class Schedule, and the Faculty-Employee Handbook.

SSE 397 – Social Studies Teaching Methods I Schedule of Classes and Assignment Due Dates

<u>SSE 397 – Social Studies Teaching – Methods I</u> <u>Schedule of Classes and Assignments</u>			
Class Date	Class Topics & Activities	Assignments for Next Class	Assignments Due (to hand-in or send electronically)
8/28 (1 st Class)	Introductions and mini-biographies Course mechanics, texts, etc. Second Half of Class Current Social Studies certification: you and the NYS Education Department D-TALE Fingerprinting Field Experience Overview Professional Organizations: Long Island Council for the Social Studies & others Contemporary events & their importance in Social Studies Education: inventory task Program questions	Read Chapters 2 & 3 in Singer: “Why Study History?” & “What is Social Studies?” – Be prepared to discuss for next class <u>Download or Have Available Electronically from Blackboard:</u> Syllabus Your Toolboxes PERMS NYS SS Standards	
9/4 (2 nd Class)	Focus & Review – Any questions from last week?	Read Chapter 8 in Singer: “How Do You Plan a Social Studies Lesson?”	

	<p>Pick numbers for Mini-Lesson Presentation and Song Presentation</p> <p>Review Assignments in the Syllabus & discuss expectations, clarify any questions regarding assignments, etc.</p> <p>Break into groups of 3: Discuss the following two statements in relation to the field of education: “Know the Arena in which you play” “I don’t know anything - I know everything”</p> <p>Distribute Hand-out “Topics from Singer, Chapter 2.” Break into groups of 3 – discuss the topic given to your group and be prepared to report back.</p> <p>Discuss: Your Teaching Tool Box The Basics PERMS NYS Standards TCPDF (Teacher Candidate Professional Development Form)</p>	<p><u>Download or Have Available Electronically from Blackboard:</u> The Basics Effective Teaching Practices Danielson’s Framework Things to Consider While Creating a Lesson Plan Social Studies Lesson Template SSE Lesson Plan Rubric Lesson Planning</p>	
<p>9/11 (3rd Class)</p>	<p>Focus & Review – Summarize what you learned last week</p> <p>Introduce and Discuss: The Basics Danielson’s Framework Things to Consider While Creating a Lesson Plan Social Studies Lesson Template Review</p>	<p>Read Chapter 9 in Singer, “What are the Building Blocks on an Activity-Based Lesson?”</p> <p><u>Download or Have Available Electronically from Blackboard:</u> “Pupil-Teacher Interaction Chart” “Personal Characteristics Chart”</p>	

	<p>Group Activity – break into groups of 2 – Use this topic: Intro to the 2nd Amendment – Design the beginning part of a lesson plan – (before you start – what do you further information do you need to know from me?) Report back to class what you created.</p>	<p>“Questioning Techniques & Chart” Bloom’s Questioning Categories</p>	
<p>9/18 (4th Class)</p>	<p>Focus & Review – Summarize what you learned last week Introduce and Discuss: Blooms Questioning Categories Classroom Management & Questioning Techniques Support Resource for the teacher Guidance, psychologist, social worker, administration, parents, coaches, etc.</p>	<p>Read Chapter 12 in Singer, “How Should Teachers Assess Students Learning and Our Own Practice?”</p> <p><u>Download or Have Available Electronically from Blackboard:</u> Educational Acronyms Differentiation of Instruction Classification of Secondary Students</p>	<p>1st Lesson Plan handed in or sent electronically (Topic in American History – Grade 11 Regents Class)</p>
<p>9/25 (5th Class)</p>	<p>Focus & Review – Impressions from 1st Lesson Plan Assignment</p> <p>Introduce and Discuss:</p> <p>Social Media and You as a Teacher - Instagram, Facebook, Match, Tinder, etc.</p> <p>Technology in the Classroom:</p>	<p>Read Chapter 7 in Singer, “How Do You Plan a Social Studies Unit?”</p> <p><u>Download or Have Available Electronically from Blackboard:</u> Educational Acronyms Differentiation of Instruction Classification of Secondary Students</p>	<p>Effective Teaching Practices Chart w/ Summary</p>

	<p>Smartboards</p> <p>iMovie (Apple & Windows) https://www.apple.com/imovie/</p> <p>MovieMaker (Windows) https://www.microsoft.com/en-us/p/hd-movie-maker-free/9mvfq4lmz6c9</p> <p>Example: Ryan’s 5 Minute Video on Hiroshima (with Springsteen Song)</p> <p>Edpuzzle: https://edpuzzle.com/</p> <p>BreakoutEDU: https://www.breakoutedu.com/getstarted</p> <p>Give students time to explore what technology they can find on the internet – report back to the class</p>		
<p>10/2 (6th Class)</p>	<p>Focus & Review – “Questions you have”</p> <p>2 Student Mini Presentations - appx. 20 minutes with 10 reflection and critique</p> <p>Introduce and Discuss Classification of Students Differentiated Instruction</p>	<p>Read Chapter 10 in Singer, “How Can Social Studies Teachers Plan?”</p>	

	Educational Acronyms (Hand out blank acronyms sheet – see how many acronyms the students know) 2 Student Song Presentations		
10/9	No Class		
10/16 (7 th Class)	<p>Focus & Review – What did you learn from last week?</p> <p>2 Student Mini Presentations – appx. 20 minutes with 10 reflection and critique</p> <p>Group Activity: Groups of two – develop your grading and homework policy that you will share with parents and students. Report back to class. After input from groups hand out the “Developing a Grading Policy for the Classroom” sheet to discuss.</p>	Read Chapter 11 in Singer, “What is a Project Approach to Social Studies?”	2nd Lesson Plan handed in or sent electronically (Topic in American History – Grade 8th Regents Class)
10/23 (8 th Class)	<p>Focus & Review – What have you learned from last week?</p> <p>Technology Presentation with guest Kathleen Flaherty</p>	<p><u>Download or Have Available Electronically from Blackboard:</u> “Characteristics of Teachers and Their Correlation to Student achievement,” Levels of Teaching</p>	

		– Professional Growth & Development,” “The Kind of Teacher You Do Not Want to Develop Into.”	
10/30 (9 th Class)	<p>Focus & Review What did you learn from last week?</p> <p>Feedback from 2nd Lesson Plans</p> <p>2 Student Mini Presentations – appx. 20 minutes with 10 reflection and critique</p> <p>Discussion regarding your Observations Hours – Teaching any activities, tutoring, etc.?</p> <p>Discuss and Review “Levels of Teaching – Professional Growth & Development,” and “The Kind of Teacher You Do Not Want to Develop Into.”</p> <p>2 Student Song Presentations</p>	Read Chapter 11 in Singer, “What Resources Exist for Social Studies Classrooms and Teachers?”	Flanders Modified “Pupil-Teacher Interaction Chart” with Summary
11/6 (10 th Class)	<p>Focus & Review What did you learn from last week?</p> <p>2 Student Mini Presentations – appx. 20 minutes with 10 reflection and critique</p> <p>2 Student Song Presentations</p>		3rd Lesson Plan handed in or sent electronically (Topic in American History – Grade 7th Regents Class)

	Have students take the “Characteristics of Teachers and Their Correlation to Student Achievement Test” and then review the answers		
11/13 (11 th Class)	<p>Focus & Review What did you learn from last week?</p> <p>2 Student Mini Presentations – appx. 20 minutes with 10 reflection and critique</p> <p>Show a ASCD Video Classroom Lesson- students to observe and critique</p> <p>3 Student Song Presentations Activity</p>		
11/20 (12 th Class)	<p>Focus & Review What did you learn from last week?</p> <p>2 Student Mini Presentations – appx. 20 minutes with 10 reflection and critique</p> <p>Hand out “Disposition” Scenarios for Disposition Assignment</p> <p>2 Student Song Presentations</p>		Tuckman “Personal Characteristics Chart” with Summary

11/27 (13 th Class)	Combined Class with Professor Backfish		Disposition Assignment
12/4 (14 th Class)	<p>Focus & Review What did you learn from last week?</p> <p>2 Student Mini Presentations – appx. 20 minutes with 10 reflection and critique</p> <p>3 Student Song Presentations</p> <p>View Larry Winget Video - have students identify the important concepts as they relate to teaching.</p>		<p>Unit Lesson Plan handed in or sent electronically (Topic in American History, Government or Economics with 2 day culminating assessment</p> <p>Time Sheet with Observation Hours signed handed in</p>
12/11 (15 th Class)	Final – Time and Date to be announced		