

Teaching Social Studies in the Elementary Classroom:
Field Experience / Practicum

EDUC 331

Course Syllabus

COURSE INFORMATION

- A. Number: EDUC 331
- B. Title: Teaching Social Studies in the Elementary Classroom Practicum
- C. Credits: 1
- D. This course is offered winter quarter as a co-requisite with EDUC 330.

PERSONAL INFORMATION

- A. Instructor: Doug Ruhman
- B. Office: Education Building Room 124
- C. Office Hours: M-W 8-11 a.m.
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REQUIRED MATERIALS

- A. **Field Experience packet** (Provided by instructor in EDUC 330)

DESCRIPTION

Teaching Social Studies Practicum focuses on creating instructional frameworks for the integrated study of social sciences, history, geography, and other related areas.

COURSE OBJECTIVES

Upon completion of this course students will be able to:

- A. Apply concepts and teaching methods and techniques introduced in EDUC 330 in K-8 field settings.
- B. Observe and reflect on teaching practices in the social sciences in K-8 classrooms.
- C. Share insights, reactions, and perspectives with other candidates in discussion and in writing.
- D. Analyze and compare personal viewpoints toward education in real-world contexts.

CULTURAL RELEVANCY

Cultural relevancy will be addressed in this course through teaching methodologies, discussion of educational issues relevant to Indian education, and through strategies modeled and utilized by the instructor.

Candidate Objectives:

1. Candidates will observe, analyze and reflect on the educative process as it relates to social studies instruction on the Flathead Reservation.
2. Candidates will demonstrate proficiency in identifying characteristics of social studies teaching that reflect cultural competency.

CITIZENSHIP

Citizenship will be addressed in this course through involvement in community schools, through contact with students, families, teachers, and other school officials.

Candidate Objectives:

1. Candidates will engage with students, teachers, school leaders, and families (where possible and appropriate) in diverse settings to examine and analyze social studies instruction in K-8 learning settings.

COMMUNICATION

Growth in Communication Skills will be addressed in this course through verbal and non-verbal interactions between the candidate and their peers, as well as with student, teachers, families, and others in the learning community.

Candidate Objectives:

1. Candidates will interact with students, teachers, school leaders, and families (where possible and appropriate) in diverse settings using diverse verbal and non-verbal communication skills.
2. Candidates will complete all written reflections and documentation related to their observations in education settings.

CRITICAL THINKING

This course will encourage critical thinking skills by requiring candidates to compare, contrast, analyze, and critique various learning and teaching scenarios as observed in education settings.

Candidate Objectives:

1. Students will apply information observed in classes to the goal of adding to their knowledge of teaching practices.

2. Students will participate in written reflections that utilize critical thinking skills such as problem solving skills, self-evaluation techniques and comparing information to cultural issues;
3. Students will explore their own attitudes and preconceptions regarding teaching.
4. Students will compare and contrast educational scenarios observed in the field.

COURSE REQUIREMENTS

- A. Participate in no less than ten hours of observing, assisting, and teaching in Pre-K-12 (K-8 preferred) classroom-based learning environments.
- B. Complete all required written documentation of these observations.

GRADING SYSTEM

FE Methods Evaluation form	= 100 pts
Observation experience (10 hours documented)	= 200 pts
Lesson Plan write-up	= 100 pts
Observation/Reflection form	= <u>100</u> pts
Total points:	500 PTS

500-450 = A
449-400 = B
399-350 = C
349-300 = D
Below 300 = F

CREDIT HOURS

Following the SKC Credit Hour policy, to meet the identified student learning outcomes of this course, this course, delivered over a 10 week term, will approximate:

1 hours/week classroom or direct faculty instruction. In addition, out-of-class student work will approximate a minimum of 2 hours each week to complete the weekly assignments.

ACCOMMODATIONS

Reasonable accommodations are provided for eligible students with identified disabilities. The College complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students may contact the College's interim Disability Officer Tracie McDonald at 275-4823 or consult the SKC web page for Students with Disabilities for more information.

The faculty reserves the right to change the course syllabus or course content. Students will be provided advanced notice of changes in writing.

ATTENDANCE POLICY

The attendance policy for this class is different than in most other classes. You are expected to log no less than 10 hours of time observing, assisting, and teaching in educational settings, and to complete all the necessary paperwork which documents this time. When arriving at the school(s), remember to arrive on time and stay for the duration of time previously arranged with school personnel.

INTASC AND PEPP STANDARDS ADDRESSED IN THIS COURSE

Assessments in bold are to be included in student portfolios

Indicators:	Type	Assessments
InTASC Principle 9: Reflective Practice 9b. The candidate uses classroom observation, information about students, families, and the community, as well as research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice. (PEPP 10.58.501.1.k)	Skills	Field Experience Observation Forms

Practicum Information

Students in all 300 and 400 level elementary education methods courses will follow the following sequence in the field experience component of their courses:

Observation and Reflection

Students observe specific teaching practices and subject area instruction, and reflect on their observations in writing (reflective journal and FE Observation Form). Students must observe a minimum of 2 hours of instruction in the specific subject area corresponding to their methods course(s) prior to Teacher Assisting.

Teacher Assisting

In this phase of the field experience, students work with the cooperating classroom teacher on a specific lesson that the teacher plans to implement as part of their regular instructional program. The cooperating teacher and the student select the lesson together, and though the teacher continues to act as the primary instructor, the student assists the teacher with implementation of the lesson. Both the teacher and the student follow up with a short evaluative meeting to discuss aspects of the lesson.

Lesson Planning and Teaching

In the final phase of the field experience, students work with the cooperating teacher to select a topic within the curricular requirements of the school program; they then plan and facilitate an original lesson relevant to the methods course for which the student is enrolled. The teacher should be present for the lesson, and may assist the student. In designing and implementing the lesson, students demonstrate connections to the content of their college methods coursework. This is generally understood to be a single lesson, not a "unit" involving multiple classroom sessions (more involved planning and teaching experiences are an

integral part of student teaching). Again, the cooperating teacher and the student meet to discuss and assess the lesson. When possible, the course instructor will come observe the candidate and complete the Field Experience Evaluation; if this is not possible due to scheduling conflicts, the classroom teacher may do the evaluation.

Students in this course will observe, assist with, and facilitate specific lessons within the social studies curriculum in K-8 learning environments. As per the description in the above general requirements, students will be involved in specific learning situations that deal with one or more of the following elementary social studies concepts:

- History
- Economics
- Civics / government /citizenship
- Geography / tools of geography

Students should have no less than 2 hours of observation, must assist the supervising teacher in at least one social studies lesson, and must plan and implement one original lesson relevant to the existing social studies curriculum with the supervising teacher's knowledge and approval.

Suggested sequence:

Observe (and possibly assist) social studies instruction in 2 to 4 different classroom settings (K-8)..... ~ 5 hours
(Note: the EDUC330 course instructor may be able to provide some guided observation hours as part of class visitations. These can count toward your 10 hour total.)

Assist in one or more social studies lesson(s) in one of these selected classroom settings.....2 - 3 hours

Teach a social studies lesson with the assistance of the classroom teacher. This will, in most cases, be the same classroom and teacher with which you assisted (see above). You may include the planning and prep time (up to 2 hours) in your total hours. Be sure to collaborate with the teacher, and turn in your SS lesson plan in the SKC Format..... 2 - 3 hours

Students enrolled in Methods Practicum courses must complete a minimum of 10 hours in the field.

NOTE: Many classrooms will be doing Standardized Testing near the end of Winter Quarter! This is NOT a good time to request an observation or teach a lesson.

Get your hours completed EARLY!