

HST 418: Teaching Secondary Social Studies

SPRING 2022

Room 400, Thursdays, 5:30-8:20 p.m., Clinical as assigned (45 hours)

Instructor: Mrs. Amanda Bodenstein

Phone: 417- 836-5511 / 417-619-0742 (cell phone – please do not call after 7:00 pm or before 9:00 am)

E-mail: MSU – Amanda0924@missouristate.edu

OFFICE HOURS:

- In Person: 4:30 pm -5:30 pm on Thursday (prior to class)
- Virtual: 4:00 pm – 5:00 pm on Friday

Please feel free to call or text anytime between 9:00 am – 7:00 pm. I will likely not be able to answer immediately but will do my best to get back to you within 24 hours. I would prefer text over a call unless absolutely necessary.

COURSE DESCRIPTION:

This course includes content, methods, learning theory, observation, and application practice for effective secondary social science instruction. Special attention is given to methods that promote the development of critical thinking abilities necessary for participation in a culturally diverse, democratic society.

COURSE OBJECTIVES:

Demonstrated knowledge of effective social studies instructional methods that will enable the student to provide for the instructional needs of adolescents with a broad range of competencies and experiences. Knowledge will be demonstrated by:

*NOTE: M = MTS; GP = Guiding Principles; N = NCSS; DP= Diversity Proficiency + the number of the indicator.

1. Developing a rationale for teaching social sciences (M 1; GP 1a, 1b, 2b, 3a; N 1a, 1b, 1c, 2a, 5a; DP 1, 3);
2. Identifying philosophical, psychological, and pragmatic forces affecting secondary social studies (M 1; GP 1a, 1b; N 5a, 5b, 5c; DP 1, 3);
3. Demonstrating an understanding of the social science content, curriculum and curricular approaches (M 1, 3; GP 1b, 1c, 2a, 2b, 3a, 3b; N 1a, 1b, 1c, 2a, 2b, 2c, 2d, 4b; DP 1-6);
4. Indicating and incorporating ways to enhance appreciation and understanding of national and international cultures (M 1, 2, 6; GP 1c, 2a, 3a, 3b; N 4a, 4c; DP 1, 4, 5, 6);
5. Utilizing Missouri Teacher Standards, MSU Guiding Principles, National Council for the Social Studies (NCSS) Standards, and the NCSS 3C Framework to develop and implement curriculum (M 3, 8; GP 1b, 1c, 2a, 2b, 3a, 3b; N 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c; DP 1-6);
6. Demonstrating an understanding of Cross-Categorical (CC) Competencies as demonstrated through the selection, adaptation, and use of research-based instructional strategies and materials based on the learning needs of students with a variety of abilities (M 1-9; GP 1-3; N 2a, 4a; DP 1-6; SPED CC Education Competencies 1-11),
7. Identifying and using a variety of instructional resources, including social studies textbooks, trade books, videos, and computer software to develop and implement curriculum and instruction for diverse learners (M 3, 4, 6; GP 1b, 1c, 2a, 2b, 3a; N 2a, 2b, 2c, 2d, 2e; DP 4);
8. Locating and utilizing internet/electronic interactive program information to develop instructional and content resources (M 6; GP 2a, 2b, 3a; N 2e; DP 4);
9. Incorporating critical thinking skills in lesson plans to help adolescents become motivated, participating, self-disciplined democratic citizens within a global society (M 2, 4, 5; GP 1a, 1c, 2a, 2b, 3a; N 2a, 2b, 2c, 2d, 4c; DP 6);
10. Planning, applying, and modifying lessons based on reflective and critical thinking as demonstrated through self-critiques of lesson plans (M 3, 9; GP 1b, 2c, 3a, 3b; N 2a, 2b, 2c, 2d, 5a, 5b; DP 1, 4);

11. Developing measurements and evaluations that reflect the needs of diverse learners based on performance assessment techniques for evaluating and reporting adolescents' progress to education peers and parent/guardian(s) (M 7; GP 1a, 2b, 2c, 3a, 3b, 3c; N 3a, 3b, 3c, 3d, 3e, 4a; DP 3, 4);
12. Understanding and utilizing collaborative partnerships with cooperating teachers, school administration, and students to strengthen curriculum and instruction in the classroom (M 9; GP 2a, 2b, 3a, 3c; N 4a, 4b; DP 5)

COURSE TEXTS:

Tomlinson C., *How to Differentiate Instruction in Academically Diverse Classrooms* 3rd edition

Lee, John, S. G. Grant, and Kathy Swan, *Inquiry Design Model: Building Inquiries in Social Studies*, National Council for the Social Studies and C3 Teachers, 2018.

Mandell, Nikki and Bobbie Malone. *Thinking Like A Historian: Rethinking History Instruction*. Madison: Wisconsin Historical Press, 2007.

Other handouts, online, and reserve materials as assigned.

GRADING SCALE:

90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, 0-59% = F

COURSE REQUIREMENTS:

CLASS REQUIREMENTS:

- | | | |
|---|-------------|-------|
| • Social Studies Philosophy | 25 pts | = 25 |
| • Modifications, Accommodations, & Differentiation Practice | 20 pts | = 20 |
| • Multicultural Education Matrix | 20 pts | = 20 |
| • 1 Group Lesson Plan | 20 pts | = 20 |
| • 2 Individual Lesson Plans | 30 pts each | = 60 |
| • 4 Guided Reflections | 20 pts each | = 80 |
| • Inquiry Design Model & Critical Friends | 50 pts | = 50 |
| • Unit Plan w/ Diversity Component | 150 pts | = 150 |
| • Resume | 10 pts | = 10 |
| • Final Exam | 75 pts | = 75 |
| • Participation | 50 pts | = 50 |
| • *Dispositions Contract (required for practicum) | | |
| • ** Other Assignments Per Instructor | | |

Total Points for Methods Course Requirements: 560

*All students must sign Pre-service Teacher Professional Dispositions Checklist. Although points will not be awarded, submission of this document is required for completion of the class. Any student who does not submit a signed Disposition Checklist will receive an incomplete for the course.

The instructor may choose to add additional assignments to this list but they will not exceed **50 points in total.

CLINICAL REQUIREMENTS:

- | | | |
|---------------------------------|-------|-----|
| • Contextual Factors Chart | 5 pts | = 5 |
| • Instructional Resources Chart | 5 pts | = 5 |

• Student Interest Inventory	10 pts	= 10
• 1 Lesson Plan Reflection	25 pts	= 25
• 1 Lesson Observation Reflection	25 pts	= 25
• 2 Lesson Presentations	50 pts	= 100
• Assessment Assignment & Sample	50 pts	= 50
• Cooperating Teacher Evaluation	40 pts	= 40
• Professional Assessments and Cover Sheets	5 pts each	= 20
• Professional Assessment Revisions (completed on time)	10 pts	= 10

Total Points for Clinical Requirements **290**

TOTAL SEMESTER COURSE POINTS POSSIBLE **850**

Successful completion of all professional assessment requirements for Transition 2 is mandatory for completion of HST 418 and for student teaching. Any student not successfully completing Transition 2 Professional Assessments shall receive an Incomplete for HST 418. In order to change the Incomplete, the Professional Assessments will need to be adequately completed for Transition 2. MSU guidelines will be followed in regard to the length of time an Incomplete may be changed. Note that Secondary and Middle School Education guidelines require completion of Transition 2 **prior** to the beginning of Student Teaching. In addition to completing Transition 2, all students must earn a grade of a C or higher in HST 418. Please note that the BSED Program Coordinator will review any HST 418 Incomplete E-Portfolios or Taskstream (non-graded) loads and NO student will be allowed to Student Teach prior to approval of their E-Portfolio or Taskstream loads (as appropriate). Review of E-Portfolio and Taskstream loads during the summer will be scheduled based on the availability of the BSED Coordinator.

LATE WORK POLICY:

Assignments must be submitted in the appropriate format (email and/or Taskstream) by 11:59 p.m. on the date due. Any assignment not turned in at that time will be considered late. **Scores on assignments turned in late will be subject to a 5% deduction per day beyond the due date. Late assignments will be accepted (with penalty) until the grading period ends.** The grading period is determined by the instructor and will vary from assignment to assignment. Work will not be accepted after the grading period ends. Exceptions to this policy may be granted at the discretion of the instructor for **documented** medical and/or family emergencies only.

ATTENDANCE POLICY:

Attendance is crucial in a course that only meets once/week. **One absence means a week's worth of learning. Due to the current COVID-19 pandemic, it is understandable that you may need to miss class due to illness and/or quarantine situations. However, medical/official documentation will need to be provided for all COVID and medical related absences.** Arrangements for due dates for assignments missed because of medical or family emergencies **MUST** be made within ONE week of the absence. Each week consists of lecture, in-class activities, and discussion. If you are absent, you will be given an alternate assignment that will account for the missed learning. That work will not be worth any points but it does replace the participation points that you may have earned in class. Choosing not to complete the alternate assignment(s) will result in a deduction of participation points at the end of the semester.

Every student is allowed one undocumented absence per semester. Absences beyond that will result in a deduction of your final course grade by 5% per absence. Planned travel is not a valid excuse for missing an exam. Please inform your course instructor as soon as you know you will be unable to attend class. If you must incur a planned absence from your practicum, you must inform your cooperating teacher, your practicum supervisor, and your course instructor at least 24 hours prior to your scheduled practicum time. If you experience a medical, family, or personal emergency, please call your cooperating teacher AND your practicum supervisor as soon as possible. Failure to do so will result in a deduction of participation points and the student will be subject to additional sanctions as determined by the practicum supervisor.

Missed exams may only be made up when the absence involves a **documented** medical or family emergency. Only under extreme circumstances determined by the instructor will make-ups for a final exam be permitted for this course.

NONDISCRIMINATION POLICY:

Missouri State University is an equal opportunity/affirmative action institution, and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Institutional Equity and Compliance, Park Central Office Building, 117 Park Central Square, Suite 111, (417) 836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor's Department Head.

CELL PHONE POLICY:

As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones ring in class, it is a disruption to the learning. Therefore, the Office of the Provost prohibits the use by students of cell phones, pagers, PDAs, or similar communication devices during scheduled classes. All such devices must be turned off or put on silent (vibrate) mode and ordinarily should not be taken out during class. Given the fact that these same communication devices are an integral part of the University's emergency notification system, an exception to this policy would occur when numerous devices activate simultaneously. When this occurs, students may consult their devices to determine if a university emergency exists. If that is not the case, the devices should be immediately returned to silent mode and put away. Other exceptions to this policy may be granted at the discretion of the instructor. This policy also applies when the student is in the practicum setting.

As a future teacher, it is the expectation that you model appropriate behavior you would expect from the students in your classroom.

DISABILITY ACCOMMODATION POLICY:

To request academic accommodations for a disability, contact the Director of the Disability Resource Center, Meyer Library Suite 111, (417) 836-4192 or (417) 836-6792 (TTY), www.missouristate.edu/disability. Students are required to provide documentation of the disability to the Disability Resource Center prior to receiving accommodations. The Disability Resource Center refers some types of accommodation requests to the Learning Diagnostic Clinic, which also provides diagnostic testing for learning and psychological disabilities. For information about testing, contact the Director of the Learning Diagnostic Clinic, (417) 836-4787.

ACADEMIC INTEGRITY POLICY:

Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. You are responsible for knowing and following the university's Academic Integrity Policies and Procedures. This policy is also available at the Reserves Desk in Meyer Library. Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.

MENTAL HEALTH AND STRESS MANAGEMENT:

As a student, you may experience a range of personal issues that can impede learning such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. You can learn more about free and confidential Missouri State University Counseling Center services available to assist you at counselingcenter.missouristate.edu.

RELIGIOUS ACCOMMODATION POLICY:

The University may provide a reasonable accommodation based on a person's sincerely held religious belief. In making this determination, the University reviews a variety of factors, including whether the accommodation would create an undue hardship. The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the University. Students who expect to miss classes, examinations, or other assignments as a consequence of their sincerely held religious belief shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitted a *Request for Religious Accommodation* Form to the instructor by the end of the third week of a full semester or the end of the second week of a half semester course.

DROPPING OF COURSES:

It is the student's responsibility to understand the University's procedure for dropping a class. If a student stops attending this class but does not follow proper procedure for dropping the class, the student may receive a failing grade and will be financially obligated to pay for the class. For information about dropping a class or withdrawing from the university, contact the Office of the Registrar at (417) 836-5520.

EMERGENCY RESPONSE POLICY:

Teacher candidates who require assistance during an emergency evacuation should discuss their needs with their professors and the Disability Resource Center. If there is emergency medical information to share, or if special arrangements are needed in case the building must be evacuated, please make an appointment as soon as possible with the Disability Resource Center, 836-4192 (Carrington Hall 302), or the Director of Safety and Transportation, at 417-836-8870. For further information on Missouri State University's Emergency Response Plan, please refer to the following web site: <http://www.missouristate.edu/safetran/erp.htm> Note: This information applies to meetings on campus; teacher candidates should follow the district guidelines where they are assigned while student teaching. The University's drug and alcohol policies are found [here](#).

REQUIRED FACE COVERING POLICY

In accord with the [MSU Mask and Face Covering policy](#), [Green County Health Department](#), and the [Springfield City Ordinance](#), masks or face coverings must be worn at all times during a traditional (seated) class. This measure is being implemented to reduce COVID-19 related health risks for everyone engaged in the educational process. Masks or face coverings must be worn over the nose and mouth, in accordance with the [Centers for Disease Control \(CDC\) guidelines](#). Face shields are not considered masks or face coverings for purposes of this requirement. Students who cannot wear a mask or face covering due to a disability must contact the [Disability Resource Center \(DRC\)](#) to initiate the interactive accommodation process. In the absence of an approved accommodation, a student's refusal to wear a mask or face covering will be considered a classroom disruption, consistent with [Op3.01-11 Class Disruption](#), and may result in the student being administratively dropped from the class section.

A PLAN FOR THE UNEXPECTED:

The COVID-19 Stay-at-Home order we experienced during Spring 2020 reinforced the need to plan for the unexpected. In our geographic area we can experience inclement weather, influenza outbreaks, and/or further disruptions due to the ongoing COVID-19 pandemic that could prevent us from meeting on campus. We will continue to communicate and continue our work utilizing the plan outlined below:

<u>Question</u>	<u>Statement</u>
How will our class meet?	Our class will continue to meet via Zoom on Thursday nights. The class will be divided into two groups which will allow for smaller class sizes during our virtual meeting. Those groups will be sent via email if a closure or cancellation is necessary. Please plan to be available

	during our normal class hours every Thursday evening (5:30-8:20 pm).
How will I communicate with my instructor?	I will hold virtual office hours during my designated office hours (except when the university is closed). You can continue to expect email communication as well as announcements via the Remind app. For class related questions that you think all students might benefit from, please post your question in the “Class Café” in Blackboard. I will respond to those questions as soon as possible. I also encourage students to read and respond to postings from their classmates.
How will instruction be delivered?	I will post readings, videos, and additional learning for our lessons in Blackboard. That information will also be sent via email.
How often do I need to go to the online course?	You are expected to participate in online activities, including our Thursday night Zoom meetings, if we are unable to meet on campus. This may be one day if we experience an ice storm or it may be several weeks if we experience another closure due to COVID-19 or other epidemic. You are expected to check email daily.
How will I turn in homework?	You will continue to submit assignments via email, Blackboard, or Taskstream depending on what the assignment is. That information is noted in the course schedule.
How will we receive announcements?	Announcements will be sent via email and through the Remind app.
How will coursework and expectations change due to the closure?	If we are unable to meet in person, a virtual learning assignment will be assigned to replace the discussion, group work, and learning activities we would engage in if we were in a seated classroom environment. Those virtual learning assignments are required. An updated course schedule with adjusted course completion requirements will be sent in the event of an expected long-term closure due to COVID-19.
How might my practicum experience be impacted due to local school closures?	In the event of inclement weather, local schools may experience a brief closure. You will not be required to attend your practicum setting but the hours missed will need to be made up. Please communicate with your cooperating teacher AND practicum supervisor what your plan will be to make those hours up. In the event of a school closure due to the COVID-19 pandemic, your practicum supervisor, course instructor, and/or the BSED Coordinator will communicate with you as soon as possible to discuss next steps and expectations for practicum requirements.
What else might I need to know about the possible impacts of COVID-19?	As local school districts work to establish a plan for closures and virtual learning options, you will need to stay in contact with your cooperating teacher and check email daily (preferably throughout the day). It is also imperative that you DO NOT attend class or your practicum if you are experiencing any symptoms of illness. Please work to protect your health, as well as the health of classmates and students in your practicum setting. If you are to experience symptoms of illness and

	<p>test positive for COVID-19 following attendance of your practicum, you will need to notify your practicum supervisor immediately.</p>
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It is likely that you will need to wear a mask and you will be required to practice social distancing (maintaining a distance of 6 feet from students and staff) at all times.

Course Overview & Schedule

<u>Topic</u>		<u>Reading</u>	<u>Assignment</u>	<u>Due Date</u>	<u>Points</u>
Course Introduction	<u>Week 1</u> January 20		Google Form Survey	Thursday, 1/20 11:59 pm	N/A
<u>Unit 1:</u> Social Studies Education: Disciplines, Standards, & Lesson Planning	<u>Week 2</u> January 27	<i>Thinking Like a Historian:</i> Chapters 1 and 2		Thursday, 1/27 11:59 pm	
	<u>Week 3</u> February 3	<i>Thinking Like a Historian:</i> Chapters 3	Guided Reflection 1	Thursday, 2/3 11:59 pm	20
	<u>Week 4</u> February 10		Group Lesson Plan	Thursday, 2/10 11:59 pm	20
<u>Unit 2:</u> Differentiated Instruction & Multicultural Education	<u>Week 5</u> February 17	<i>How to Differentiate Instruction in Academically Diverse Classrooms:</i> Chapter 1, 9-14	DI Matrix	Thursday, 2/17 11:59 pm	20
			CT Observation Reflection	Thursday, 2/17 11:59 pm	25
	<u>Week 6</u> February 24	<i>How to Differentiate Instruction in Academically Diverse Classrooms:</i> Chapter, 2-7	Lesson Plan 1 & Portfolio Benchmark 1	Thursday, 2/24 11:59 pm	30 + 5
			Guided Reflection 2	Thursday, 2/24 11:59 pm	20
	<u>Week 7</u>	Articles in Blackboard	Multicultural Education Matrix	Thursday, 3/3 11:59 pm	20

	March 3		Charts, Interest Inventory, Data	Thursday, 3/3 11:59 pm	20
Unit 3: Assessment & Inquiry Design	Week 8 March 10	<i>Inquiry Design Model: Building Inquiries in Social Studies</i> (entire text needs to be read by this date)	Brief outline of unit (names of lessons and scope/sequence)	This needs to be brought with you to class on this night. We will use this outline to begin building out your IDM.	No points but class participation on this evening depends on bringing a completed outline.
	March 14 th -18 th SPRING BREAK				
	Week 9 March 24	<i>How to Differentiate Instruction in Academically Diverse Classrooms:</i> Chapter 15	Lesson Plan 1 Reflection	Tuesday, 3/24 11:59 pm	25
			Guided Reflection 3	Thursday, 3/24 11:59 pm	20
	Week 10 March 31		IDM & Critical Friends Reflection	Thursday, 3/31 11:59 pm	50
			Lesson Plan 2 & Portfolio Benchmark 2	Thursday, 3/31 11:59 pm	30 + 5
Unit 4: Innovation in Education	Week 11 April 7	Articles in Blackboard	Assessment Collection	Thursday, 4/7 11:59 pm	50
			Portfolio Benchmark 3 (Charts, Interest Inventory, Data, Modified Lesson & Assessment, and Reflective Narrative)	Thursday, 4/7 11:59 pm	5
	April 14 th SPRING HOLIDAY				

	<u>Week 12</u> April 21		Guided Reflection 4	Thursday, 4/21 11:59 pm	20
<u>Unit 5:</u> Classroom Management	<u>Week 13</u> April 28	Articles in Blackboard	Social Studies Philosophy	Thursday, 4/28 11:59 pm	25
<u>Unit 6:</u> Prepping for the Future	<u>Week 14</u> May 5		Unit Plan & Portfolio Benchmark 4	Thursday, 5/5 11:59 pm	150 + 5
	<u>Week 15</u> May 12		CT Evaluation	Thursday, 5/12 11:59 pm	40
				Resume	Thursday, 5/12 11:59 pm
Final Exam	<u>Week 16</u> May 19		Final Exam	Thursday, 5/19 11:59 pm	75
			Portfolio Complete (if revisions are necessary at this point, you'll take an incomplete for 418)	Thursday, 5/19 11:59 pm	10