

## TUSCULUM COLLEGE TEACHER EDUCATION UNIT

**Course: EDUC 341-30**

**Instructor: Dr. Raymond Hatfield**

### **EDUC 341-30: Learning Environments K-6**

**Instructor:** Dr. Raymond Hatfield

**Phone:** (423) \_\_\_-\_\_\_ (phone number will be provided during our first meeting)

**E-mail:** rhatfield@tusculum.edu

**Course Dates:** October 16, 2013 through November 8, 2013

**Times:** Monday through Friday - 8:30 a.m. - 11:30 a.m.

**Location:** Greeneville Campus, Greeneville, TN

**Group Number:** EDUC 341-30

**Office Hours:** I will be available to meet with candidates, if requested, one hour before class. I can meet with students at other times by request. Please call, text, or e-mail to arrange time/date.

**Note:** Calls are acceptable at anytime; however, if I am engaged in classroom instruction, leave a message and I will return your call. My goal is to return e-mails and phone messages within 24 hours. In case of an emergency, please call (423) \_\_\_-\_\_\_.

### **Course Description: EDUC 341 Learning Environments PreK-6 (4 credit hours)**

This course is designed to prepare the PreK-6 pre-service teacher to apply curriculum principles and techniques in various learning environments with students of diverse abilities and needs. The pre-service teacher will demonstrate ability to plan, implement and assess curriculum that includes current technology, materials and community resources. Using information from informal assessment techniques, the pre-service teacher will make sound instructional decisions. The planned curriculum will reflect the pre-service teacher's understanding of the psychological and social development of the primary and preadolescent student. Using methods such as cooperative learning, the pre-service teacher will develop strategies that foster the inclusion of diverse learners and students of different cultures. The pre-service teacher will demonstrate the ability to plan and teach both skills and content in the PreK-6 area while building a community of engaged learners. Included in this course will be a review of the philosophical underpinnings that drive education in the PreK-6 learning environment. Approved federal background check and 18-hour practicum are requirements for this course. Learning Outcome: Public Speaking. Prerequisites: EDUC 200, SPED 10, and admission to the Teacher Education Program. Offered every year.

### **Learning Outcome: Writing**

Establishes a central idea in response to the topic; develops the topic in a coherent organizational structure. Abstracts valid generalizations from details; supports abstract ideas with concrete details and examples; Demonstrates mastery of the conventions of standard written English; adapts style to purpose; uses documentation appropriately.

### **Course Resources**

**Required Textbooks:** Ellis, Arthur K. (2010). *Teaching & Learning Elementary Social Studies* (9<sup>th</sup> ed.). Boston: Pearson.

**Other Resources:** The following website will be used for independent study and review throughout the course:

**Dr. Hatfield's Website-** [http://www.dr-hatfield.com/341\\_residential.htm](http://www.dr-hatfield.com/341_residential.htm)  
<http://www.flashcardexchange.com/flashcards/view/1405473>

## Course Competencies, Goals, and Objectives:

### ***Student Learning Outcomes: Public Speaking***

**Content** The body of the presentation adopts an insightful perspective on the topic.

**Introduction and Conclusion** Introduction previews main points and captures audience attention; concluding remarks creatively restate main points and bring presentation to a memorable close.

**VOICE** The speaker manipulates tone, rate and volume to dramatically engage the audience in the presentation.

**POISE** The speaker is confident; uses eye contact to hold attention of audience; body language and attire establish credibility.

**VOCABULARY** The speaker's vocabulary is precise and descriptive; transitional words and phrases contribute to the flow of the presentation.

**TIME** The presentation is completed within the allotted time.

***Course Goals:*** The goals for this course are to deliver instruction and to engage candidates in activities that-

1. Develop their understanding and use of the central concepts, tools of inquiry and structures of the discipline(s) they teach in creating learning experiences that develop student competence in the subject matter. (Professional Education Standard 1; TC Candidate Proficiency 1.1 and 2.1, SPED/ EC PreK-3 Standard 1)
2. Increase their understanding and use of a variety of instructional strategies that encourage development of critical thinking, problem solving, communication skills (integration of Language Arts) and performance skills in their students through integration of Social Studies content knowledge. (Professional Education Standard 4 and 6; TC Candidate Proficiency 2.3, Elem. K-6 Standard 1, Middle 4-8 Grades Standard 2, English Language Arts Standard 2)
3. Deepen their understanding of individual and group motivation and behavior to improve their ability to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation and supports student intellectual, social, and personal development. (Professional Education Standard 2 and 5; TC Candidate Proficiency 2.4, SPED / EC PreK-3 Standard 2, Early Child. PreK-3 Standard1, Middle 4-8 Grades Standard 2, St 7).
4. Encourage reflective practice and professional growth and improve their skill in planning and assessing instruction based upon knowledge of subject matter, students, family/relationships, the community, and curriculum goals, demonstrating an appreciation and respect for a variety of human cultures. (Professional Education Standard 7, 8, and 9; TC Candidate Proficiency 2.1 and 3.1; Early Child. PreK-3 Standard 2, Social Studies Standard 2 and 7, Reading Standard 6, Reading Standard 7, Middle 4-8 Grades Standards 2)
5. Candidates demonstrate understanding of the major concepts, principles, and theories of early childhood, elementary, middle childhood, and young adolescent development. (Middle 4-8 Grades Standard 1)
6. Candidates understand and prepare a balanced approach to basic social studies concepts (including governance, civics, democracy and geography.(Middle 4-8 St 5)

### ***Course Objectives:***

Upon completion of this course, candidates will know or be able to do the following:

1. Develop lesson plans for providing interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods for several related subject areas and that motivate students. (Professional Education Standard 1; TC Candidate Proficiency 1.1 and 2.1)
2. Design instructional plans and adapt instructional techniques for all students within the broader context of their families, cultural backgrounds, socioeconomic classes, languages, communities, peer-social groups and exceptional learning needs based upon the knowledge of cultures,

- economics, geography, governance and civics, and history. (Social Studies Standards 2, 3, and 4; Professional Education- Standard 3; TC Candidate Proficiency 2.1, 2.2, 2.3 and 3.1; English Language Art Standard 3.6. Elem. K-6 Standard 1, 3, 4, 5, and 6; Reading Standard 4)
3. Create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation and supports student intellectual, social, and personal development . (Professional Education Standard 2 and 5; TC Candidate Proficiency 2.4, SPED / EC PreK-3 Standard 2, Early Child. PreK-3 Standard1, Middle 4-8 Grades Standard 2)
  4. Creating learning experiences that develop student competence in the subject matter. (Professional Education Standard 1; TC Candidate Proficiency 1.1 and 2.1, SPED/ EC PreK-3 Standard 1)
  5. Candidates convey the structure and purpose of governance in a democracy in language that is meaningful and appropriate for students.(Middle4-8 St 5.1)

**Candidates with Disabilities:** Tusculum provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Candidates with disabilities requiring accommodations to participate in class activities or meet course requirements should contact the following individuals:

**Greeneville:** Mrs. Bobbie Greenway at (423) 636-7300 ext. 5651; 1-800-729-0256; or at [bgreenway@tusculum.edu](mailto:bgreenway@tusculum.edu) The mailing address is Tusculum College Academic Resource Center, Box 5025, Greeneville, TN 37743.

**Knoxville:** Ms. Amanda Lovelace at (865)-693-1177; 1-800-729-0116; or at [alovelace@tusculum.edu](mailto:alovelace@tusculum.edu)

**Tusculum College Learning Centers:** Candidates may arrange for additional academic assistance through the Academic Resource Center at the following sites:

**Greeneville:** Annie Hogan Byrd Hall, Room 112; Box 5025, Tusculum College, Greeneville, TN 37743

To make arrangements, please contact Mrs. Bobbie Greenway at (423)636-7300 ext. 5651; 1-800-729-0256; or at [bgreenway@tusculum.edu](mailto:bgreenway@tusculum.edu)

**Knoxville:** 1305 Centerpoint Blvd., Knoxville, TN 37932

To make arrangements, please contact Amanda Lovelace at (865)-693-1177;800-729-0116; or at [alovelace@tusculum.edu](mailto:alovelace@tusculum.edu)

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**Attendance Policy:** Class attendance is mandatory and is recorded by each faculty member, who submits attendance to the administrative office. A grade of "F" is automatically assigned to any student who misses more than one- third of the total class meeting time. Total missed class time includes absence

from scheduled class time, arriving late or leaving before the class is dismissed. This is an institutional policy and is not left to the discretion of the faculty member. The academic departments may adopt significantly stringent grading practices relating to attendance as detailed in syllabi and may require completion of any missed work. Students should realize that failure to attend class will result in grade reduction and may also impact financial aid. Failure to attend class results in a grade **reduction** of three (3) points from a candidate's final average for each hour of class missed.

**Academic Dishonesty:** Plagiarism is a violation of the Ethics of Social Responsibility competency. As stated in the *Graduate and Professional Studies Research Handbook* and in the *Tusculum College Catalog*, plagiarism is a form of academic dishonesty. It consists of knowingly presenting in writing or in speech the intellectual or creative work of others as if it were one's own. This includes, but is not limited to:

1. Failing to identify direct or word-for-word quotations by use of appropriate symbols and reference to the source.
2. Restating in your own words the work (ideas, conclusions, words) of another without reference to the source.
3. Presenting as your own the creative work (for instance, music or photographs) of another without proper acknowledgment.

See the *Graduate and Professional Studies Research Handbook* and the *Tusculum College Catalog* for other forms of academic dishonesty and the sanctions for dishonest performance.

**Other Policies: ASSIGNMENTS** in MS Word, Times New Roman, Type 12 font (exceptions for titles and headings only), 1" margins, double-spaced, using APA style. Any assignments that are due through e-mail must be sent through your Tusculum account. All work must be submitted on or before the due date. No late work will be accepted.

**Dress Code and Other Practicum Requirements:** A required 18 hours of practicum experience is an integral part of this course. You are expected to dress, behave, and speak in a professional manner as well as attend all scheduled practicum visits and be punctual.

**Practicum Information and Forms:** As a Teacher Education student, you are required to complete 18 hours of practicum per professional course, with the exception of PHED 360 and EDUC 216. Completed hours are DUE to your instructor at the end of each course.

Practicum sites are assigned to you by the Director of Field Experience and cannot be changed. You will be allowed to request two counties of preference upon admittance to the program. This initial request will be reviewed once per semester at a REQUIRED Practicum Seminar (3 available attendance dates in April and November of each year).

You CAN complete Practicum hours in a school where you are CURRENTLY employed with approval of the principal and Director of Field Experience. ALL SCHOOL EMPLOYEES MUST COMPLETE PRACTICUM FIELD EXPERIENCE IN AN ALTERNATE SETTING FOR THE THIRD SEMESTER OF COURSE WORK AND MAY NOT STUDENT TEACH WHERE PREVIOUSLY EMPLOYED. Additionally, you must be able to show proof that you are not being paid for any practicum experience time.

You are required to attend one Practicum Seminar per Fall and Spring semesters. Please check your email for these dates at the beginning of each semester and make plans accordingly. At these seminars, we review any missing/incorrect paperwork and discuss any concerns/questions regarding the program. Failure to attend one of these meetings will result in delay of your practicum placement for the following semester.

Any questions/concerns regarding Field Experience, including practicum and/or student teaching should be directed to:

Michelle Clupper, Director of Field Experience  
[mclupper@tusculum.edu](mailto:mclupper@tusculum.edu)

### Downloadable Practicum Forms

[BAED Practicum Forms File](#)  
[Example of Practicum File](#)  
[Schedule Form File](#)  
[Student Attendance Form File](#)  
[Permission for Practicum Experience File](#)  
[Evaluation of Practicum Field Experience](#)

As a Teacher Education student, you are required to complete **18 hours** of practicum per professional course, with the exception of PHED 360 and EDUC 216. **Completed hours are DUE to your instructor at the end of each course.**

### Grading Scale:

The Tusculum College grading scale will be used and is as follows:

A =100-93	B- =80-82	D+ = 67-69
A- =90-92	C+ =77-79	D = 63-66
B+ =87-89	C = 73-76	F = <63
B = 83-86	C- =70-72	

### Grading System:

### Requirements and Explanations of Assignments:

#### Class Attendance (Loss of Points for Absences)

#### Practicum Reflection Journal (20%)

The journal should include a **description and reflection of your experience** in a public school classroom. Your recordings should explain what you saw, what you did, your feelings about what you observed in the classroom, and ideas you gleaned from the teacher or the environment. Include modifications for special education, below average, and/or gifted students. Your reflections should be at least a one-half page per two hour sessions (**minimum: 4.5 pages for an 18 hour practicum**). Entries should include details about topics presented in HGLN 341 class reading material and discussion. The journal must be *typewritten*. Journal will be due on the last meeting day for this class.

#### Examinations (30%)

Mid Term Exam (15%)  
 Final Exam (15%)

### Completion of Daily Assignments (Listed Below) (50%)

Students are expected to complete assignments and be prepared to engage in class activities, and have meaningful discussion during class.

### Schedule of Class Activities:

#### Day 1

- Review syllabus and class requirements
- Discussion of Assignments, i.e. individual, and group projects
- Social Studies Fair Project
  - [Scoring Sheets](#)
  - [DeKalb County SS Fair Handbook](#)
  - [Critical Friends Peer Review](#)

#### Day 2

- [Transfer Learning](#) (Reading Assignment)
- **Rigor**- Continuums of knowledge describe the increasingly complex ways in which we think. Rigor requires educators to focus on higher order thinking skills found in Bloom's Taxonomy and Daggett's Application Model. Assessment is an essential component of Rigor. High-rigor instructional activities requires the use of high-rigor assessment tools.
  - [Rigor](#)
  - [Rigor](#) (Video 3:00 Min.)
  - [Achieving Academic Excellence through Rigor and Relevance](#)
  - [Marzano](#)
  - [Rigor and Text](#) (Video 5:36 Min.)
- Whole Brain Teaching
  - [Teach Okay](#)
  - [Class Yes](#)
  - [Mirrors](#)
  - [Scoreboard 1](#)
  - [Scoreboard 2](#)
- Guided Inquiry - Dewey, Piaget, and Vygotsky
  - [Max Thompson](#)
  - [Mazlow \(1\)](#)
  - [Dewey](#) (Constructivist/Experiential Learner)
    - [Constructivism & the 5 E's](#)
    - [Constructivism](#) (Video 2:51 min.)
  - [Piaget](#)
    - [Assimilation - Accommodation](#)
    - [Semantic Map](#)
  - [Piaget's 4 Stages of Human Development](#) (Video 5:39 min.)
    - [How to memorize Piaget's Stages of Cognitive Development](#) (Video 22:55)
  - [Vygotsky](#)
  - [Bruner](#)
    - [Jerome Bruner:Constructivism & Discovery Learning](#)
  - [Carol Dweck - Fixed or Growth Mind Set](#)
    - [2013 Ridley Lecture: Carol Dweck on Student Mindsets](#) (Video 01:07:55 Hr.)

- [Creating a Problem Rich Focused Classroom for Mathematics \(FOCUS\)](#) (Video 1:41 Min.)

### Day 3

- [Visual Literacy](#) (Reading Assignment)
- Activate Your RAS
- [Focus on Chapters 1 and 7](#)
- Teaching Social Studies: Definitions, Rationales, & Curriculum Patterns (Chapter 1)
- Successful Strategies and Key Principles (Chapter 7)
- Direct & Indirect Instruction (Chapter 7)
- [Marzano](#)
- [Instructional Strategies Online](#)
  - **Assignment for Day 4-** Choose a (1) Direct Instructional Method and an (2) Indirect Instructional method to share with the class (using the link above). Be able to present the interactive methods (using a Social Studies theme) with the class (using age appropriateness) that you plan to teach in the future. In addition, include formative assessment in both methods, and technology within at least one of the mini lessons. Time- no less than 15 minutes.
- [Classroom Strategies](#)
- [Six Scaffolding Strategies to Use with Your Students](#)

### Day 4

- [Explicitly Supporting Reading and Writing in the Classroom](#) (Reading Assignment)
- Discussion of Chapters 10 and 12
- Integration (Chapter 10)
- Projects and Themes (Chapter 10)
- History (Chapter 12)
- [Venn Diagrams](#) (Chapter 7) *Class Focus*
  - [Marzano](#)
  - [Teach the Four Strategies](#)
  - [Venn Diagram Template](#)
- [Explicitly Supporting Reading and Writing in the Classroom](#) (Reading Assignment)
- **Assignment for next class: Find and bring a primary level book with a social studies theme to class**

### Day 5

- [Word Wall](#) (Reading Assignment)
- [Vocabulary](#)
  - [Tennessee's Vocabulary Project--Do you know these words?](#)
  - [Tennessee's Vocabulary Words](#)
- [State of Tennessee Vocabulary Words](#)
- [11 Tips on Teaching Common Core Critical Vocabulary](#)
- [Spelling Technique for Dyslexic](#)
- Multiple Intelligences (Video 7:54 Min.)
  - [Howard Gardner of The Multiple Intelligence Theory](#)
  - Determine your learning style. Please take the online quiz [What's Your Learning Style?](#)
- Focus on Chapters 4
- [The Formative Classroom](#) (Video 5:02 Min.)

- [Formative Assessment](#)
- Explore the Standards (Chapter 4) (*Laptop or lab*)
- S.S. Disciplines (Chapter 4)

## Day 6

- [What are Objectives?](#) (Reading Assignment)
- [Assessment](#) (Chapter 8)
- [Understanding Formative Assessment](#)
- [Definition of Assessment](#) (Reading Assignment)
- Three Approaches to Organizing the Classroom (Chapter 5)
- Exploration of Web-related resources, games, activities (*Laptop or Lab*)
- Midterm Review (Lesson Planning)
- Practicum Reflection
- [Focus on Chapters 6 and 9](#)
- Planning-Goals, Lessons, Activities (Chapter 6)
- Unit and Lesson Plan Development (Chapter 6)
- Inquiry, Discovery, and Problem Solving (Chapter 9)
  - [A positive Classroom Environment](#) (video)
  - [Positive Classroom Environment = Positive Kids](#) (video)
  - [Constructivist & Inquiry Based Learning](#) (video)
  - [Teaching with Inquiry Circles in Elementary Classrooms](#) (video)
  - [Critical Thinking in Large Classes](#) (video)
  - [Pick a Corner - Engaging Students and Encouraging Critical Thinking](#) (video)
  - [3 R's: Revolution, Reaction, and Reform](#) (video)

## Day 7

- [Focus on Chapters 2, 3, and 14](#)
- [Activating Prior Knowledge](#) (Reading Assignment)
- Democracy and Citizenship
  - [Democracy it is! Principles of Democracy](#) (video)
  - [Democracy it is! Power & Privilege](#) (video)
  - [Democracy it is! Citizenship & Majority Rule](#) (video)
  - [Democracy it is! Choices & Changes](#) (video)
  - [Democracy it is! Rights of Citizens](#) (video)
  - [Democracy it is! | Activism & Social Justice](#) (video)
  - [Democracy it is! Responsibilities of Citizens](#) (video)
  - [Democracy it is! Rules for Citizens](#) (video)
- Diversity
  - [Differentiating Instruction](#) (video)
  - [Assignment Handout - Differentiating Instruction](#)
  - [Differentiation in Education: What's the Fuzz?](#) (video)
  - [Culturally Responsive Teaching](#) (video)
  - [Assignment Handout - Culturally Responsive Teaching](#)
- Culturally Responsive Learning Environment (Chapter 3)
- Reflection (Chapter 14)
- **Social Studies Fair** Project Displays (boards, video, and audio presentations) (rotating review of social studies discipline concepts)
  - [Resources](#)



- Partner Presentations of Discipline Project Board, Materials, and Games
- Final Review (Unit Planning)
- [Critical Friends Peer Review](#)
- **Midterm Exam**
- Test on Chapters 1, 4, 5, 7, 10, and 12

### Day 8

- [Funds of Knowledge for Teaching Project](#) (Reading Assignment)
- [Kolb and Frye Experiential Learning](#)
  - [Experiential Exercise](#) (Video 5:03 Min)
- [The History Place](#)
- Cooperative Learning
  - [Response Groups Video](#) (Video 5:03 Min)
  - [TCI Sample Lessons](#)
- Visual Discovery
  - [Visual Discovery](#)
- Focus on Chapters 8 and 13
- Assessment Review (Chapter 8)
- Literacy Connection (Chapter 13)
- [Mapmaking Exercise](#)

### Day 9

- [The McGuffey Readers](#) (Reading Assignment)
- Focus on Chapter 11
- [Five-Year-Olds Pilot Their Own Project-Based Learning](#)
- [BA77 Social Studies 3 R's - Determining Revolution, Reform, or Reaction](#)
- Geography (Chapter 11)
  - [Bring the World to Your Classroom](#) (video)
- 
- Using Maps (Chapter 11)
- [Blended Learning](#)
- [Blended Learning: Strategies for Engagement](#)
- Strategy and Methods presentations
- [PRAXIS Code 0011 - Curriculum, Instruction, and Assessment](#)
- [Creating a Floor Timeline](#) (Chapter 9) *Class Focus*
- Test Review - [Learn a Test](#)
- Execute the Mapmaking Exercise (From above)

### Day 10

- **Practicum**

### Day 11

- **Practicum**

### Day 12

- **Practicum**

**Day 13**

- **Practicum**

**Day 14**

- **Practicum**

**Day 15**

- **Practicum**

**Day 16**

- Practicum Reflection
- Practicum time sheets and evaluations due
- [Primary Sources on the Web](#)
- [Teaching for Recall and Analysis](#)
- [Video](#)
- [Inclusion and Differentiated Instruction](#)
- [Handout](#)
- [Test on Chapters 6, 8, 9, 11, and 13](#)

**Day 17**

- **Social Studies Fair** - Activities (displays and presentations)

**Day 18**

- **Final Exam**

The New Lesson Plan Format may be downloaded at- <http://www.dr-hatfield.com/resources/TC%20Lesson%20Plan%20Template%20FINAL%208-15-13.docx>

Lesson Plan "Check List"- <http://www.dr-hatfield.com/resources/TC%20Lesson%20Plan%20Checklist%20FINAL%208-15-13.docx>



Supervising Teacher,

We appreciate your willingness to allow Tusculum College the opportunity to be a part of your classroom and school. This partnership allows our practicum students to gain practical experience within the classroom setting. During this experience, practicum students participate in a manner determined by the supervising teacher. In addition, Tusculum College supports the methodology and focus of the specific course in which the practicum student is currently enrolled. We ask that the classroom teacher assist our practicum students in concentrating upon the components listed below.

**Course: HGLN 341 – Learning Environments K-6**

**Supervising Teacher:** \_\_\_\_\_

**Practicum Student:** \_\_\_\_\_

**Course Instructor:** \_\_\_\_\_ Dr. Raymond Hatfield

Tusculum College again expresses our gratitude in your willingness to assist in the training of future educators. If you have any questions or concerns please feel free to contact me at your convenience.

Michelle Klupper  
 Director of Field Experience  
 Tusculum College  
 865-209-2875  
 (423) 636-7300, x5250  
 mklupper@tusculum.edu

Dr. Raymond Hatfield  
 Course Instructor EDUC-341  
 Tusculum College  
 (423) 863-0999  
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 rhatfield@tusculum.edu

Concentration: The K-6 Learning Environment and Social Studies Methodology

**Praxis II 0014 Elementary Education: Content Knowledge****III. Social Studies****A. Geography, Anthropology, Sociology (30%)**

1. Knows world and regional geography (e.g., spatial terms, places, and regions)
2. Understands the interaction of physical and human systems (e.g., how humans change the environment, how the environment changes humans, importance of natural and human resources)
3. Knows the uses of geography (e.g., apply geography to interpret past, to interpret present, to plan for future)
4. Knows how people of different cultural backgrounds interact with their environment, self, family, neighborhoods, and communities

**B. World History (10%)**

1. Knows the major contributions of classical civilizations (e.g., Egypt, Greece, Rome)
2. Understands twentieth-century developments and transformations in World history
3. Understands the role of cross-cultural comparisons in World history instruction

**C. United States History (30%)**

1. Knows European exploration and colonization in United States history and growth and expansion of the United States
2. Knows about the American Revolution and the founding of the nation in United States History
3. Knows the major events and developments in United States history from founding to present (e.g., westward expansion, industrialization, Great Depression)
4. Knows about twentieth-century developments and transformations in the United States (e.g., assembly line, space age)
5. Understands connections between causes and effects of events

**D. Government, Citizenship, and Democracy (10%)**

1. Understands the nature, purpose and forms (e.g., federal, state, local) of government
2. Knows key documents and speeches in the history of the United States (e.g., United States Constitution, Declaration of Independence, Gettysburg Address)
3. Knows the rights and responsibilities of citizenship in a democracy

**E. Economics (10%)**

1. Knows key terms and basic concepts of economics (e.g., supply and demand, scarcity and choice, money and resources)
2. Understands how economics affects population, resources, and technology
3. Understands the government's role in economics and impact of economics on government

**F. Social Studies as Inquiry and Social Studies Processes (10%)**

1. Understands social studies as inquiry (e.g., questioning, gathering data, drawing reasonable conclusions)
2. Understands how to use resource and research material in social studies
3. Understands process skills in social studies (e.g., interpreting different types of information; evaluating relationships; drawing conclusions using tools of the field)

**Praxis II 0011 Elementary: Curriculum, Instruction, and Assessment**

**IV. Social Studies (10%, 11 questions)**

**CURRICULUM**

Geography

History

Government, Civics, and Economics

Anthropology and Sociology

Historical analysis and interpretation: causes of events; compare and contrast events; hypothesize how past influenced present

**INSTRUCTION**

Instructional methods, strategies, modifications, and adjustments: various methods to adjust social studies instruction to meet students' needs; what is appropriate and why; effective implementation, organization, and planning; reteaching, enrichment, and extensions; multidisciplinary and interdisciplinary; separate subjects; integration strategies such as reading and writing across the curriculum

Teaching methods: activating learning, projects, guided discovery, problem solving, exposition and direct instruction, games, situations and recreations, investigations

Diverse student needs: working with diverse students such as se students, second-language-acquisition learners, bilingual learners, and gifted students; tailoring of instruction to meet students' instructional needs in social studies

Materials, equipment, texts, and technology

**ASSESSMENT**

Analysis of student work to guide social studies instruction

Evaluation of instructional effectiveness and student progress

informal and/or authentic social studies assessment: teacher observation and questioning, interviews and conferences; group and peer assessment; self-assessment; performance-based samples such as portfolios, project learning, oral reports, and student work; comparing and contrasting; organizing data; problem solving; critical thinking; model building; planning, forecasting, and decision making

formal social studies assessments: unit or chapter tests & teacher made tests

## **PRAXIS 0522: Principles of Learning and Teaching**

### II. Instruction and Assessment

#### A. Instructional Strategies

1. Major cognitive processes associated with student learning
  - Critical thinking
  - Creative thinking
  - Higher-order thinking
  - Inductive and deductive thinking
  - Problem structuring and problem solving
  - Invention
  - Memorization and recall
  - Social reasoning
  - Representation of ideas
2. Major categories, advantages, and appropriate uses of instructional strategies
  - Cooperative learning
  - Direct instruction
  - Discovery learning
  - Whole-group discussion
  - Independent study
  - Interdisciplinary instruction
  - Concept mapping
  - Inquiry method
  - Questioning
  - Play
  - Learning centers
  - Small-group work
  - Revisiting
  - Reflection
  - Project approach
3. Principles, techniques, and methods associated with major instructional strategies
  - Direct instruction
  - Student-centered models
4. Methods for enhancing student learning through the use of a variety of resources and materials
  - Computers, Internet resources, Web pages, e-mail
  - Audiovisual technologies such as videotapes and compact discs (CDs)
  - Local experts
  - Primary documents and artifacts
  - Field trips
  - Libraries
  - Service learning