

Course: ED340T & NT Teaching Elementary Social Studies
Credit: 3 hours
Semester: Fall 2022, Cycle 2-3 (August 22 – December 16)
Time: 8:00 – 11:00 a.m. on Thursdays
Location: East Education Building Room 125
Instructor: Karen Hange
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I. DESCRIPTION

This course is a survey of basic social science principles and practices which relate to students in the elementary years. Students will develop the knowledge, skills, and strategies needed to incorporate creative expression of art, drama, and music into elementary classroom integrated curriculum. Strategies for developing critical thinking and problem-solving in social sciences will be developed. Consideration is given to curriculum development and differentiated instructional planning, instructional technology, content literacy, and English language learning.

(Prerequisite: ED190 or permission from the Education Department program director; must be officially admitted to Teacher Education program)

This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments and interaction outside of the class period are done in the learning management system.

II. DEPARTMENTAL THEME STATEMENT

The Educator Preparation program at Calvary promotes the development of teachers within a distinctly Christian environment grounded in a Biblical philosophy of education. The program emphasizes pedagogical skills, differentiated learning, diversity appreciation, instructional technology and a search for truth while setting standards for professionalism and character for each teacher candidate. Students should graduate with a desire to be lifelong learners and servant-leaders.

III. OBJECTIVES

A. General competencies to be achieved. The student will:

1. Recognize the central concepts, structures, and tools of inquiry of the social studies discipline to **create learning experiences** that are meaningful and engaging for all students.
 - a. PLO-1, 2, 4, 6; MTS 1, 2, 3, 4
 - b. Assignments: A1, A2, A3, B1, B3, B7

2. Analyze how students learn, develop, and **differ in their approaches to learning**.
 - a. PLO-2, 4, 5, 6; MTS-2, 4, 5
 - b. Assignments: A2, B2, B3, B4, B7
3. Connect instruction to culture and community; synthesize a comprehensive and consistently **biblical worldview of elementary social studies**.
 - a. PLO-1, 2, 4; MTS-2, 5, 6
 - b. Assignments: A2, B1, B3, B6, B7, B8

B. Specific competencies to be achieved. The student will:

1. Evaluate and utilize contemporary **social studies standards** and curriculum materials for social studies education.
 - a. PLO-1, 2, 6; MTS-1, 3, 4, 5, 7
 - b. Assignments: B7
2. Create and **implement lessons** to facilitate student action to address real-world problems to improve their community and/or world, from a biblical perspective.
 - a. PLO-1, 2, 3; MTS-1, 2, 3, 4, 5, 6, 7
 - b. Assignments:
3. Integrate **knowledge of research-based models** of critical thinking, problem-solving, positive social interaction, collaboration, and higher level thinking skills.
 - a. PLO-2, 4, 5, 6; MTS-1, 2, 3, 4, 6, 7, 9
 - b. Assignments: A1, A3, B1, B7
4. Create an effective **learning environment**, promote student interest and learning, and include techniques to manage time, space, transitions, and activities when planning fieldtrips.
 - a. PLO-1, 2, 4, 6; MTS-1, 2, 4, 5, 6
 - b. Assignments: A1, A2, A3, B1, B2, B3, B5, B7, B8
5. Demonstrate skills in using a variety of **technology** applications to foster active inquiry, collaboration, and supportive interaction for purposeful instruction.
 - a. PLO-2, 4, 5, 6; MTS 4, 6, 7, 8, 9
 - b. Assignments: A1, A2, B3, B4

III. MATERIALS

The Bible (see note below in course policies)

Parker, Walter C. and Beck, Terrance A. *Social Studies in Elementary Education*, 15th edition, Pearson, 2017. ISBN: 978-0134043159 (Retail: \$74.99) E-text or Print version available. **You do not need the web access code for Pearson for this textbook. Used copies are acceptable, but be sure to get the 15th edition.**

IV. REQUIREMENTS

A. Weekly Assignments

1. Reading

Read the assigned textbook chapters according to the reading schedule provided in the Tentative Class Schedule. Reading the text thoroughly will provide context for class discussion and activities. There will be one chapter of reading per week.

To accomplish our learning goals, you will need to be engaged in learning outside of the classroom. You will be expected to read the text and the assigned articles. ***The more thoroughly you engage now, the better prepared you will be when you enter your future classroom!***

2. Discussion Questions –

An article or discussion question will be posted each week through CANVAS. Students are expected to respond with a 250-300 word response and respond to the reflections of two of their peers each week by midnight on Sunday. Additional support must be provided from an academic source beyond the article posted and appropriate citation information must be included.

3. Quizzes --

A quiz will be posted on CANVAS to review the material from each week's readings. This will reinforce the main ideas and provide evidence of understanding. Students will be allowed to use the textbook as reference during the quiz.

B. Assignments & Projects

1. Literature Circle Book Club Experience

Students will participate in a literature circle book club with a book that provides perspective on a key historical event. Students will hold discussions with their group weekly and fill-out a reflection journal. Templates for this will be provided on CANVAS.

2. Literacy Connections in Social Studies

Read 15 children's books connected to social studies topics. Locate at least 5 biographies, 5 historical fiction, and 2 current event issues. At least 2 of the books should be chapter books, but most can be early reader or picture books. All books must be at an elementary reading level. Do not include trivia books or random fact books. A template will be provided on CANVAS to summarize each book.

3. Organize and Participate in a field trip in the Kansas City or surrounding area.

Students will work collaboratively in class to organize a field trip for a group of elementary students. The field trip must be approved by the instructor and will be connected with a group of elementary children. Students will work on the following areas:

- Field trip preparation (google results, initial phone calls/email, etc.)
- Objectives for the field trip (purpose, based on MO Standards)
- Preparation of the class for the trip: academic prep, behavior expectations, etc.

- Permission slip – what will students need, what they can bring, etc.
- Parent Chaperone slip
- Sample email to inform school: secretary, principal, cafeteria, special teachers, etc.
- Itinerary – order of events, highlights for students to notice, notetaking ideas
- Follow up activities: thank you notes, connecting fieldtrip to learning

After the field trip, students will write an 800-word reflection about the experience. Online students will design a field trip for their local area and will upload a video to present their information to the class.

4. **Social Studies Pinterest Project**

Create a Pinterest board and share the link on Canvas. Organize your ideas with folders on the site. Include ideas that you will use in your future classroom:

- Bulletin boards, activity centers, apps and extensions, web quests or apps, simulations or games, virtual fieldtrips, and classroom visitors.
- Find 40 ideas and organize them within folders on Pinterest.
- Further details will be provided on CANVAS.

5. **Social Studies Bulletin Board**

Prepare one bulletin board based upon a social studies topic to be displayed in the classroom. Must be personalized and interactive...not commercially purchased material.

6. **Current Issue Research & Response Paper**

Choose a topic from the following ideas and write a 1,500 word paper from a Christian worldview perspective. Include a brief description of the issue, the reason it is important, a key historical figure who demonstrated strong character that connects with the topic, and Biblical principles that impact the issue. Students should have 3 academic sources and 3 Biblical references. This paper should follow APA guidelines and submitted to TurnItIn.

Ideas can be drawn from the following categories:

- **Democratic values** (citizenship, justice, suffrage, freedom of expression, etc.)
- **Enduring public or social issues** (poverty, hunger, racism, civil rights, etc.)
- **Current event** that would be meaningful and relevant to elementary-age children

Students will also prepare a 5-slide PowerPoint presentation and an elevator speech to share the issue and provide insight into a Biblical response.

7. **Social Studies Unit Plan & Teaching Practice**

Create a 3-week instructional unit based on a social studies topic or historical event. Use the template provided in CANVAS. Include:

- Grade level
- Topic (Civil War, Native Americans, election process, citizenship, history, three branches of government, geography, social sciences, current events, public issues, maps, globes, etc.) Must have Instructor approval.

- Scope and Sequence...what will be taught and when it will be taught
- Standards and Objectives for Unit
- **Create 4 detailed Daily Lesson Plans—1 to introduce the unit, 2 from the middle, and 1 from the end to review/summarize the unit.**
- Include support for a variety of differentiated learners including English Language Learners, Learning Challenged, Academically Gifted/Talented, Physically Challenged, etc.
- Include integration: Biblical principles, reading, math, science, art, music, PE., etc.
- Field trip to support classroom learning
- Bulletin Board to enhance student understanding of topic—will be displayed in class throughout the course
- Include two technology applications or website activities

Students will teach a 20-minute lesson from this unit to demonstrate overall concept of topic and elicit feedback from their peers.

8. Reflection Paper from Classroom Experiences

Students will write an 800-word final reflection paper on the classroom experiences that they participated in throughout this course. Reflection should include specifically the book circle discussion groups, the simulation experience, the bulletin board display, and the review of their teaching video.

IV. METHODS

A. Teaching

1. Lectures
2. Small and large group discussion
3. Research and reading
4. Projects
5. Writing
6. Practicing skills

B. Grading

1. Weight given to assignments:

Social Studies Unit & Teaching Experience	200 points
Bulletin Board Display	50 points
Pinterest Resource Collection	50 points
Field Trip Experience	100 points
Social Studies Research Paper	100 points
Literature Circle Discussion & Reflection	100 points
Literacy Connections	100 points
Reflection Experience Paper	40 points

Chapter Quizzes	11 chapters x 10 points	110 points
Discussion posts	10 posts x 15 points	<u>150 points</u>
Total points for the class		1000 points

2. Late Assignments

Late assignments may be penalized 10 points of the grade on that assignment per week.

3. Letter / Numerical Grade Scale

The grading scale listed in the current College Catalog will be used for this course.

VII. COURSE POLICIES

A. Grade Requirements

Education majors must maintain a high standard for GPAs to successfully complete their program. Education majors must maintain a 3.0 GPA in Professional Education and Content Area coursework. *This course must be passed with a grade of "C" or higher depending on the student's GPA in Professional and Content Area courses. Receiving a grade lower than a "C" will mean that this course must be repeated.*

B. The Bible as Required Textbook

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrase and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

C. Academic Honesty

Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own. All papers must be submitted in APA format and submitted to Turnitin prior to uploading onto Canvas.

D. Attendance

You are expected to attend class unless you have a reasonable excuse that has been cleared by the instructor. When absent, you must listen to the video recording and send in a summary of what was presented. More than 2 absences may be cause for being dropped from the class. Punctuality is expected—a student arriving more than 15 minutes late will be marked absent.

E. Class Participation

Students are expected to attend class and participate in discussing the daily material. Learning takes place best when the student is personally involved in the process. Cell phones should be set to silent and placed on the table or in a backpack/purse. *Working on other assignments during class or using electronic devices for anything other than class activities or taking notes for the course will not be permitted.*

F. Accommodations Statement

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any condition that may require support.

G. Style Guide

All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association*, 7th edition.

H. The Clark Academic Center

The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all Calvary University students. CAC assists with all facets of the writing process, tutors in various subject areas, prepares students for exams, facilitates with time management options and proctoring of tests. Please take advantage of this service.

About Changes to this Syllabus: The instructor reserves the right to make changes to this syllabus at any time during the course, but any change made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.

VIII. TENTATIVE SCHEDULE

Week	Dates	Class Topics	Assignments
1	8/25	Social Studies Education: The What & The Why Chapter 1	Assign: Overview of Syllabus & Projects & Bulletin Board dates
2	9/1	Teaching in a Diverse Classroom Chapter 2	
3	9/8	Democratic Citizenship Chapters 3	
4	9/15	History, Geography & The Social Sciences Chapter 4	
5	9/22	Field Trip Week	Field Trip Experience

6	9/29	Powerful Tools: Maps, Globes, Charts Chapters 5	
7	10/6	Student Presentations & Current Events & Public Issues Chapter 6	Due: Current Issue Research Paper
8	10/13	Assessing Student Learning Chapter 7	
	10/20	FALL BREAK—NO CLASSES	
9	10/27	Planning Units, Lessons & Activities Chapter 8	
10	11/3	Great Teaching Strategies Chapter 9	Due: Pinterest Resource Collection
11	11/10	Simulation Experience: Oregon Trail	
12	11/17	Student Lesson Presentations	Due: Unit Plan & Teaching Practice
13	11/24	HAPPY THANKSGIVING	
14	12/1	Literacy & Social Studies Connections Chapter 10	
15	12/8	Integrating Social Studies Across Curriculum Chapter 11	Due: Literature Connections book review
16	12/15	Building Repertoire of Resources Chapter 12	Due: Reflection of Experiences