

Course: ED 340 T & NT Teaching Elementary Social Studies
Credit: 3 credit hours
Semester: Fall, 2024 Sessions 1& 2 August 19 – December 13 (This is a 16-week class)
Time: 9:30 – 10:50 a.m. on Wednesdays & Fridays
Instructor: Dr. Karen Hange
Location: East Education, Room 125
Contact Info: Office phone: 816-425-6186 Email: karen.hange@calvary.edu

I. DESCRIPTION

This course is a survey of basic social sciences 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, A3, B1, B3, B4, B5, B6

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: A1, A2, A3, B3, B4, B5
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, A3, B1, B3, B5, B7

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: B1, B2, B3, B5
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: A2, B2, B5
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, B4, B5
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, B3, B4, B5, B6
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, A3, B3, B4, B5

III. MATERIALS

The Bible (see note below in course policies)

Parker, Walter C. and Beck, Terrance A. *Social Studies in Elementary Education*, 16th edition, Pearson, 2021. ISBN: 978-0135761939 (Retail: \$74.99) E-text or Print version available. Rental available through Pearson for \$43.96 for four-month access.

IV. REQUIREMENTS

A. Weekly Assignments

1. Textbook Reading & Chapter Quizzes

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. A quiz will be posted in CANVAS to reinforce the main ideas and provide evidence of understanding. Students will be allowed to use the textbook as reference during the quiz.

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. 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.

3. Discussion Questions

An article or discussion question will be posted through CANVAS. Students are expected to respond with a 250-300 word response and respond to the reflections of two of their peers. Peer responses should contribute meaningfully with suggestions or ideas that can continue the line of thought or present a new idea or concept.

B. Assignments & Projects

1. 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.

2. Literacy Connections in Social Studies

Read 10 children’s books connected to social studies topics. Locate at least 3 biographies, 3 historical fiction, and 4 culturally connected issues. At least 2 of the books should be chapter books, but some 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 provide an overview of each book.

3. Plan, Conduct & Supervise a field trip for elementary students

Students will work collaboratively to organize a field trip for a group of elementary students. The field trip must be approved by the instructor in conjunction with a group of elementary students. 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 & School communication
- Itinerary – order of events, highlights for students to notice, notetaking ideas

After the field trip, students will write an 800-word reflection about the experience.

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 Unit Plan & Teaching Practice & Bulletin Board

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

- Topic (Civil War, Native Americans, election process, citizenship, history, three branches of government, geography, public issues, etc.) Must have Instructor approval.
- Scope and Sequence...what will be taught and when it will be taught
- Standards and Objectives for Unit
- **Create 3 detailed Daily Lesson Plans—1 to introduce the unit, 1 with formative assessment, and 1 with a summative/project assessment.**
- 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.
- 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.

6. 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	75 points
Literacy Connections	75 points
Reflection Experience Paper	70 points
Chapter Quizzes 13 chapters x 10 points	130 points
Discussion posts 10 posts x 15 points	150 points
Weekly Participation in Class or Online	<u>500 points</u>
Total points for the class	1500 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 University Catalog will be used for this course.

VII. COURSE POLICIES

Students in the Teacher Education Department at Calvary University are also to abide by the policies listed in the Educator Preparation Program Handbook.

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 content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. The use of AI generated content in student work is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. Plagiarism of any kind will not be tolerated.

D. Academic Activity & Participation

Students must engage in the weekly in-class session(s).

Students who are enrolled as **in-person students** are expected to be punctual and present in-person for each class session.

Students who are enrolled as **online students** will demonstrate their engagement by submitting a thorough video reflection form and any additional participation activities **BEFORE THE NEXT CLASS SESSION**.

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	8/21 & 8/23	Social Studies Education: The Why & The What Chapter 1	Assign: Overview of Syllabus & Projects & Bulletin Board dates
2	8/28 & 8/30	Teaching in a Diverse Classroom Chapter 2	
3	9/4 & 9/6	Democratic Citizenship Education Chapter 3	
4	9/11 & 9/13	Civics: Current Events & Public Issues Chapter 4	Due: Current Issue Research Paper
5	9/18 & 9/20	Economics, Anthropology & Sociology Chapter 5	
6	9/25 & 9/27	Geography Chapters 6	Due: Pinterest Resource Collection
7	10/2 & 10/4	History Chapter 7	Field Trip Experience
8	10/9 & 10/11	Simulation Experience: Oregon Trail	
	10/14- 10/18	FALL BREAK—NO CLASSES	
9	10/23 & 10/25	Assessing Student Learning Chapter 8	
10	10/30 & 11/1	Planning Units, Lessons & Activities Chapter 9	

11	11/6 & 11/8	Five Great Teaching Strategies Chapter 10	
12	11/13 & 11/15	Student Lesson Presentations	Due: Unit Plan & Teaching Practice
13	11/20 & 11/22	Literacy & Social Studies Connections Chapter 11	
14	11/27 & 11/29	Happy Thanksgiving---No classes	
15	12/4 & 12/6	Social Studies as the Integrating Core Chapter 12	Due: Literature Connections book review
16	12/11 & 12/13	Building Repertoire of Resources Chapter 13	Due: Reflection of Experiences