
Course: ED 421 D & ND Instructional Strategies in Social Sciences
Credit: 3 hours
Semester: Fall, 2024 Session 2 October 21 – December 13 (This is an 8-week class)
Time: 8:00 – 9:20 a.m. Mondays & Wednesdays
Location: East Education Building, Room 125
Instructor: Dr. Karen Hange
Contact Info: karen.hange@calvary.edu Office: 124 East Ed Building Cell: 816-425-6186

I. DESCRIPTION

This course explores a variety of strategies for teaching Social Sciences in middle and secondary schools including: inquiring, cooperative learning, differentiation, and interdisciplinary learning activities. Consideration is given to curriculum development, assessment, instructional technology, and English language learning. The student will develop a Unit Plan of Instruction. (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

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, B2, 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, B2, B3, B5
 3. Connect instruction to culture and community and understand how to teach secondary social sciences from a *biblical worldview* that develops the connections through time and places as part of God's sovereign plan.
 - a. PLO-1, 2, 4; MTS-2, 5, 6
 - b. Assignments: A2, B1, B3, B4, B6

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: A1, B1, B3
2. Create and *implement lessons* to facilitate student engagement 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: A1, B3
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, A2, B1, B3, B5
4. Create an effective *learning environment*, promote student interest and learning, and include techniques to manage time, space, transitions, and activities.
 - a. PLO-1, 2, 4, 6; MTS-1, 2, 4, 5, 6
 - b. Assignments: A1, B2, B3, B5
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: A2, B2, B3

IV. MATERIALS

- A. Bible. (see note in Course Policies section)

- B.** Chapin, June R. (2015). *A Practical Guide to Middle and Secondary Social Studies*, (4th edition). Boston, MA: Pearson Publishing, 2015. (ISBN: 0133521249) Amazon purchase: \$65 OR Pearson e-book Rental: \$45
- C.** Johnson, E. & Ramos, E. (2020). *The Social Studies Teacher's Toolbox: Hundreds of Practical Ideas to Support Your Students*. Joesy-Bass, 2020. (ISBN: 1119572053) Amazon, \$28.00 (also available as a used copy).

Additional Reading: You will read additional materials (handouts, journal articles, websites, etc.) that will be assigned by the instructor during the course.

V. REQUIREMENTS

A. Weekly Assignments

1. Textbook Reading & Quizzes

Read the assigned textbook chapters according to the reading schedule provided in the Tentative Class Schedule. Reading the text thoroughly will provide a context for class discussion and activities. A quiz will be posted on CANVAS to review the material from each chapter. This will reinforce the main ideas and provide evidence of understanding. Students will be allowed to use the textbook as reference during the quiz. There will be between one or two chapters of reading per week.

To accomplish our learning goals, you will need to be engaged in lots of learning outside of the classroom. You will be expected to read the text and the assigned articles. *While we will be reviewing some of the concepts from the text in class, we will simply not have enough time to cover everything. The more you read now, the better prepared you will be when you enter your future classroom.*

2. Discussion Questions

An article or discussion question will be posted four times in the course through CANVAS. Students are expected to respond with a 200-250 word response and respond to the reflections of their peers each week by midnight on Sunday. 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. Literature Connection** – Read 4 middle school level books connected to social studies. Locate at least 1 biography, 2 historical fiction, and 1 culturally connected issue. Selection of books should align with topics generally covered in middle school social studies including one from an international perspective. Books should have a Lexile score from 900 – 1200 and should be approved by the instructor prior to reading. See CANVAS for further details and a template to provide an overview of each book.

2. Social Science Pinterest Resource Collection

Students will select 40 meaningful ideas from the internet that will be grouped by categories to serve as future resources for their social science classrooms. Students should find a minimum of 5 resources per category. Categories include the following: Research projects, Literature/Novel studies, virtual field trips, simulation experiences, bulletin boards, social justice issues, games or cooperative learning activities, etc. Additional details will be provided on CANVAS.

3. Social Studies Unit Plan & Teaching Practice

Students will construct a unit plan for 10 instructional days. This will include designing a bulletin board, developing 3 detailed lesson plans, and teaching one of the lesson plans in class. A template will be provided on CANVAS. Students will include the following elements:

- Grade level & Social Science topic
- Select standards from MO Learning Standards to cover in the unit.
- Write out the learning objectives based on the **standards as “I Can” statements.**
- Include instructional plans that cover Direct instruction, Small Group activities, and formative and summative assessment techniques.
- Scope and Sequence...what will be taught and when it will be taught
- **Create 3 detailed Daily Lesson Plans—1 to introduce the unit, 1 from the middle with formative assessment, and 1 from the end that includes a summative assessment or project.**
- Differentiation: for English Language Learners, Learning Challenged, Academically Gifted/Talented, Physically Challenged, etc.
- Include integration: Biblical principles, writing, art, music, P.E., etc.
- Design a bulletin board to enhance understanding of topic.
- Include one Website or App to support the topic
- Include one project-based learning activity or research project

4. Biblical Foundation for Social Sciences Instruction

Compose your personal philosophy regarding how God has influenced thought and communicated across cultures and times. Write a 1,000 word essay guided by the following questions:

- What is the purpose of teaching social science?
- How do we present social science topics to our students that increases their
- academic knowledge and instructs them in their Christian lives?
- How can you teach biblical truth in a secular environment?
- How do we handle the worldviews of cultures that might contradict Biblical truth?

5. Classroom Experience & Student Interviews

For this assignment, we will visit a local school to better understand social science views held by teens today. You will interview students (grades 7-12) with guided

questions that will enable you to determine the ideas they have about social studies and their understanding of civic responsibility. You will summarize the data collected and develop a short presentation as evidence of participation. Additional details for this assignment will be provided in CANVAS.

6. **Final Exam** - Your knowledge and understanding of the principles and instructional strategies for teaching secondary social sciences will be assessed through responses to a written exam covering the theories, principles, and strategies discussed throughout the course.

VI. METHODS

A. Teaching

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

B. Grading

1. Weight given to assignments:

Pinterest Resource Collection	50 points
Unit Plan	150 points
Teaching Practice	50 points
Bulletin Board	50 points
Biblical Philosophy Paper	150 points
Student Interview Project	60 points
Literature Connections project	100 points
Chapter Quizzes (9 chapters x 20 points)	180 points
Discussion Questions (4 posts x 15 points)	60 points
Final Exam	<u>150 points</u>
Class Participation points	<u>250 points</u>
Total points for the class	1250 points

2. Late Assignments

Late assignments may be penalized 10 percent 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	10/21 & 10/23	Middle & Secondary Social Studies Chapter 1	Assign: Weekly Readings Schedule & Overview of Syllabus & Projects
2	10/28 & 10/30	Planning for Social Studies Instruction Chapter 2	Due: Resource Collection
3	11/4 & 11/6	Teacher Instructional Methods Chapter 3	Due: Classroom Experience Student Interaction Interviews
4	11/11 & 11/13	Student-Centered Learning Strategies Chapter 4 Assessments & Evaluation Chapter 5	
5	11/18 & 11/20	Teaching History Chapter 6	Due: Biblical Foundations Paper
6	11/25	Teaching Civics & Global Education Chapter 7	
7	12/2 & 12/4	Geography Chapter 8	Due: Unit Plan & Lesson Presentation
8	12/9 & 12/11	Teaching Economics Chapter 9	Due: Literature Connections Final Exam