

# Syllabus

Course: ED636-N Teaching Elementary Social Studies  
Credit: 3 hours  
Semester: FALL 2025 (Session 2)  
Time: Online  
Instructor: Dr. Mary Briggs  
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## I. DESCRIPTION

This course covers the theory and design of a standards-based elementary and middle school social science program. The course examines current philosophical perspectives and research and focuses on the organization, content, and delivery methods for teaching social studies in today's diverse American classroom.

*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. 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. MTS. 1.1, 1.2, 1.5, 2.3, 3.3, 4.1, 6.4; PLO 1, 2, 4 & 6
  - b. Assignments: A.1, A.2, B.1, B.2, B.3, B.4, B.5
2. Analyze how students learn, develop, and differ in their approaches to learning.
  - a. MTS 1.2, 2.1, 2.5, 2.6, 3.2, 4.1, 5.3, 6.2; PLO 1, 2 & 4
  - b. Assignments: A.1, A.2, B.1, B.2, B.3, B.4, B.5
3. Investigate research-based models of critical thinking and problem-solving, including various types of instructional strategies, to support student engagement in higher level thinking skills.
  - a. MTS 1.4, 2.3, 3.1, 4.1, 5.2, 6.4, 7.1; PLO 2, 4 & 5
  - b. Assignments: A.1, A.2, B.1, B.2, B.3, B.4, B.5

4. Apply knowledge of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.
  - a. MTS 1.3, 2.5, 3.3, 4.3, 5.2, 6.3, 7, 2; PLO 1, 2, 3 & 4
  - b. Assignments: A.1, A.2, B.1, B.2, B.4, B.5
5. Analyze effective technology applications to foster active inquiry, collaboration, and supportive interaction in the classroom.
  - a. MTS 1.3, 2.4, 3.3, 4.3, 6.4, 7.4; PLO 2, 4, 5 & 6
  - b. Assignments: A.1, A.2, B.1, B.2, B.3, B.4, B.5
- 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. MTS 1.3, 2.2, 3.1, 4.3, 5.3, 6.4, 7.6, 8.2, 9.2; PLO 1, 2 & 6
    - b. Assignments: A.1, A.2, B.1, B.2, B.3, B.4, B.5
  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. MTS 1.1, 2.4, 3.2, 4.1, 5.1, 6.4, 7.4; PLO 1, 2 & 3
    - b. Assignments: B.5, B.6, B.7
  3. Integrate knowledge of research-based models of critical thinking, problem-solving, and current instructional resources to support complex thinking, student engagement, and higher level thinking skills.
    - a. MTS 1.3, 2.3, 3.3, 4.1, 6.4, 7.4, 9.2; PLO 2, 4, 5 & 6
    - b. Assignments: B.1, B.3, B.4, B.5, B.6, B.7
  4. Demonstrate skills in using a variety of technology, media, and communication tools for purposeful instruction.
    - a. MTS 1.4, 2.4, 3.3, 4.2, 6.4, 7.3, 9.3; PLO 1, 2, 5 & 6
    - b. Assignments: B.1, B.6

### III. MATERIALS

*The Bible* (see note below in course policies)

Farris, J. (2024). *Elementary and middle school social studies: An interdisciplinary and multicultural approach* (8<sup>th</sup> ed.). ISBN-10: 1478651466

ISBN-13: 978-1478651468 \$87.95

### IV. REQUIREMENTS

#### A. Reading Assignments

1. **Textbook Reading:** You are expected to read the textbook. Class interactions and activities depend upon you being thoroughly familiar with the readings.

2. **Supplemental Reading:** Read all supplemental materials (i.e., handouts, journal articles, websites, etc.) that may be assigned by the instructor during the course.

## B. Writing Assignments

1. **Discussion Questions:** A total of six (6) topics and associated questions will be posted in CANVAS. For each question, students should post a 250 – 300 word response. Cite at least one source to support your response. Students should then respond to at least one other post made by a classmate.
2. **Article Review**  
Read a current scholarly journal article (published in the past 5 years) about a topic relating to elementary social studies: citizenship, history, geography, social sciences, current events, public issues, maps, globes, etc. Write a 350-400 word summary and analysis of each article. Include the following:
  - Article title, author, date, publisher
  - Summary of key points
  - Critical analysis
  - How could you use the information you read in your future classroom?
3. **Social Studies Integration**
  - a) Locate 10 age appropriate books that you could use during Language Arts to facilitate your students' mastery of learning objectives listed in your Social Studies Unit Plan.
  - b) For each book, write one paragraph summarizing the book, and write another paragraph describing how the book could support the learning objectives listed in your Social Studies Unit Plan.
  - c) Examine the state standards for writing at the grade level you chose for your Unit Plan.
  - d) Describe how you could integrate one or more of the writing standards into your Unit Plan.
4. **Social Studies Resources Collection** Details provided in CANVAS.
5. **Social Studies Unit Plan**  
Design a 3- 4 week Unit Plan (15 to 20 instructional days). Your unit plan should include state standards, student learning objectives, formative and summative assessments, instructional strategies, daily lesson plans, elements of educational technology, and an interactive bulletin board. (Please refer to the Unit Plan template located in Files.)
6. **Teaching:** You will teach one 15- 25 minute section of a lesson from your Unit Plan.
7. **Reflective Practitioner:** Watch the recording of your teaching demonstration. Complete the Teacher Demonstration Feedback Form.

**V. METHODS****A. Teaching**

1. Research and reading
2. Writing
3. Discussions
4. Projects
5. Practicing skills

**B. Grading****1. Weight given to assignments:**

Class Video Reports	80 points
Discussion Posts	120 points (20 points x 6 posts)
Social Studies Teaching Unit	200 points
Teaching	50 points
Reflective Practitioner	50 points
Social Studies Integration	200 points
Social Studies Resources Collection	200 points
Article Review	100 points
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 University Catalog will be used for this course.

**VI. 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 GPA standard 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 (*paraphrases 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. Plagiarism of any kind will not be tolerated.

Most assignments at Calvary require the student to produce original work. Therefore, unless specifically permitted by the instructor, the use of AI-generated content 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.

AI, however, may be utilized in cases where the instructor has explicitly permitted its use to accomplish specific tasks. It is only in these cases that AI-generated (or modified) content may be submitted by the student. If there are any questions as to the permissibility of AI use for an assignment, please ask your instructor for clarification.

*Additionally, submission of work for this class must express original thought and should be written in the voice of the student. Research should be conducted using academic, peer-reviewed sources (not blogs or other opinion/editorial sites). However, even when citing sources, students must explain the ideas/concepts presented in their own words. Extensive copying of source material is not permitted, even if the source is cited on the reference page.*

### **D. Academic Activity & Participation**

Learning takes place best when the student is personally involved in the process. Students will be expected to engage in the material presented weekly and be able to summarize the content to meet learning objectives. Punctuality is expected out of professional courtesy and to minimize the disruption of the classroom dynamics.

### **E. Technology**

Using technology to enhance the learning experience is an integral part of this course. However, technology can also cause distraction and inattentiveness. Cell phones should be set to silent and placed on the table or in a backpack/purse.

### **F. Accommodations Statement**

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator ([aso@calvary.edu](mailto: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) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

### VII. TENTATIVE SCHEDULE

Week	Dates	Class Topics:	Assignments for the Week:
1		Overview C3 Framework Interdisciplinary Instruction	<i>Due by Midnight on</i>
2		Assessment Instructional Strategies	
3		Using Literature History	
4		Multicultural & Bilingual Geography	
5		Exceptional Learners Integrating the Arts	
6		Reading, Writing, and Discussing Civic Education	
7		Early Childhood Economics	
8		Students Teach Lessons Students Share Resource Collection	

**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.