

SOUTHERN WESLEYAN UNIVERSITY SYLLABUS

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Year 2013 Fall _____ Spring X May Term _____ Summer School _____

Course Number/Name EDUC 3783 Methods of Teaching Social Studies in The Elementary School

Instructor Dr. Lavinia Anderson

The following check list indicates the information required for each SWU syllabus (see *Faculty Handbook C-130*).

- x Instructor's name, office number (or telephone number), and office hours
- x Course name and number (Including meeting room and time is helpful).
- x Objectives stated in terms of student learning OUTCOMES
- x Texts and other required material (author, title, publisher, year)
- x Grading procedures
- x Policies governing late work
- x Policies on attendance and tardiness
- x Assignments for semester, including reading, test dates (where possible)
- x Outline of the course/topics to be covered
- x One or more learning objectives relating to approaching issues from a Christian perspective
- x One or more activities with a research component
- x One or more activities giving the opportunity for the student to work with others

Also helpful:

_____ Prerequisites

_____ Reading list or bibliography

Signature Dr. Lavinia Anderson

_____ Instructor

_____ Date

_____ Dean

_____ Date

Southern Wesleyan University
School of Education
“Educators who demonstrate scholarship within a Christian ethic of care”

Course Number and Title: EDUC 3783 Teaching Social Studies in the Elementary School

Number of Credit Hours: 3

Classroom Location: Newby Room 122

Class Day and Time: Monday, Wednesday, & Friday 11:00-11:50

Semester: Spring

Year: 2013

Instructor and Title: Dr. Anderson/ Assistant Professor of Education

Office Location: Newby Education Center, Room 106

E-mail Address: landerson@swu.edu

Office Phone Number: 864-644-5359

Office Hours: As posted

Required Textbook: Sunal, Cynthia. *Social Studies for the elementary and middle grades: a Constructivist Approach*. 4E, 2011. Pearson Allyn and Bacon.

Course Description

This course is designed to provide an overview of methods, materials, and current research relating to the teaching of social studies in elementary school classrooms (grades 2-6). The course is founded on the belief that students' experiences and active involvement in the social studies curriculum play key roles in making social studies something one does, not merely something one knows.

Rationale

Most educators believe that students should develop an understanding of the world and how people live and work together. Educators are called on to teach a diverse population of students how to function in a diverse world. This course will explore ways to develop an understanding and application of the field of social studies to personal and community life.

Prerequisites

Passing scores on Praxis I Reading, Writing, and Math tests, or appropriate SAT or ACT score. Required social studies content area courses (HIST 106, HIST 205).

Relationship to Conceptual Framework

The theme of the education program/unit is integrated with this course by encouraging future professional educators in the belief that teaching requires a passion for learning, com-passionate and respectful interactions with learners and colleagues, and recognition that the community with its pluralist nature is an integral part of the learning process, in order to successfully prepare students for lives of social, intellectual, and personal development. All of this is to be accomplished through demonstrations of a Christian ethic of care.

Technology Integration

Teacher candidates are expected to use technology to complete course assignments. The in-class computer will be used as needed during lecture and class presentations. Lessons will incorporate the Promethean Board when appropriate.

Culturally Responsive Teaching

Topics address diversity, different learning styles, and varying abilities of students within our schools by offering strategies that can be incorporated into elementary classrooms to assist diverse learners in functioning as citizens of their community and the world.

Students with Disabilities

If you have a disability that interferes with your learning, test taking, or completion of assignments outlined in the syllabus, please contact Martha Mishoe, Assistant Director of the Center for Transformational Learning. She will help you secure the right documentation, know what accommodations are appropriate, and authorize professors to accommodate your disability. She will disclose the information you request only to those whom you identify. Neither she nor your professors can authorize or provide accommodations unless you specifically request accommodations each semester. Documentation must meet the guidelines of the Americans with Disabilities Act. We want you to have equal opportunity to learn and a fair assessment of that learning. Your abilities, skills, and efforts should determine your success, not your disability.

Counseling Services

Free services are available in the counseling center for help related to any issues or problems you experience this semester. Contact the secretary, Renee Sims at 5131 or 5130, or by e-mail rsims@swu.edu to schedule an appointment with either Carol Sinnamon, counselor and director, or Emily Germain, masters counselor intern. The counseling center is on 3rd floor of the Campus Life Center near the elevator. Your contact with a counselor is confidential.

Enduring Understandings:

1. The student will understand that teaching social studies is a multi-faceted endeavor.
2. The student will understand that as teachers they must use varied strategies to teach social studies.
3. The student will understand that social studies will be used in our daily lives.
4. The student will understand how to effectively teach social studies in the elementary school setting.

Additional Materials:

1. Teacher candidates will be expected to make use of educational materials, journals, online reference materials, and curriculum lab resources available through the reference librarian, Rickman Library, Southern Wesleyan University.
2. Teacher candidates should download a copy of the Social Studies State Curriculum Standards, the Social Studies support document, the Social Studies Literacy Elements Chart, the Social Studies Standards Glossary, and the SWU Lesson Plan Scoring Guide (plus additional files as announced) to use as resources.
3. Teacher candidates are required to store lessons, research papers, computer downloads, reports, tests, etc. in a digital format to upload to Chalk and Wire, as appropriate, and to share with class members.
4. Teacher candidates are also required to have their projects placed in appropriate binders with all pertinent information that is required for each project. (Hard copies)

General Course Objectives:

Upon the completion of this course, the student will be able to:

1. Identify and explain the major purposes for teaching social studies and the dominant approaches to social studies curriculum.
2. Identify and use national and state curriculum standards for the social studies.
3. Identify approaches to values education and develop classroom practices and activities designed to enhance self-concept and values that express a biblical world view.
4. Develop graphic organizers appropriate to subject area topics.
5. Plan and teach in class a social studies unit (topic as assigned), including authentic assessments.
6. Use reading, writing, and technology skills for the social studies curriculum.
7. Develop a plan of action for managing and assessing social studies group work in the larger context of classroom collaboration, management, and discipline.
8. Locate and catalog appropriate resources for social studies (e.g., picture books, nonfiction resources, charts, videos).
9. Describe diversity as it applies to an ever-shrinking world and the multicultural nature of the United States and elementary classrooms.
10. **Demonstrate Christian behavior and ethic of care** in working and communicating with peers in and out of the classroom.

Class Topics: (see attached draft schedule)

Coursework Submission Dates: (see attached draft schedule)

Instructional Methods

Lecture/notes, written reflections, small and large group discussion, individual/small group projects and presentations, research.

Class Attendance Policy

Class attendance is required of all students. To receive credit for a course, a student must be present for at least 75% of the class meetings in the course. All attendance policies of the college as stated in the handbook will be enforced. **Attendance/group work/participation counts 10% of the final grade for this course.**

Academic Honesty

All candidates are expected to be honest in all areas of class work, assigned work, papers, projects, and tests. (Refer to page 33 of the University catalog.)

Late Work

Lesson presentations and all activities will be due according to agreement between the instructor and individual students. **Late work will be penalized by a deduction of 15 points. No work can be accepted after the final day of the course.**

Assessments and Scoring Guides

Lesson Plans will be scored using department modified ADEPT guidelines.

Projects/presentations/papers will be scored using guides distributed with assignments.

Curriculum Project/teacher work sample*

Teacher candidates in this course will be participants in a collaborative instructional project for social studies for grades two through six, using active instructional strategies. Teacher candidates will present information using a PowerPoint presentation/Promethean Board Presentation. See details in instruction and scoring guide.

Sample Internet Resources

http://wps.ablongman.com/ab_sunal_socialstudies_3/64/16628/4256861.cw/index.html - self tests, etc.

<http://www.smithsonianeducation.org/MyWonderfulWorld/>

<http://www.juicygeography.co.uk/index.htm>

<http://www.nationalgeographic.com/>

<http://www.earth.google.com>

<http://www.loc.gov>

<http://www.oneplacesc.org> (swustudent/ warriors)

*Each teacher candidate will have his/her own independent project that is part of the whole collaborative instructional unit. This assignment is due on date listed. Please refer to the details in the instruction and scoring guide.

INTASC	SC/NCSS	ADEPT	
Prin. 1 – central concepts, tools, structures; meaningful learning experiences	Grades 2-6	PD2, PD5, PD6	
Prin. 3 – student differences in learning; diverse learners	Grades 2-6	PD2, PD5, PD 6	
Prin. 4 – variety of instructional strategies for thinking and problem- solving skills	Grades 2-6	PD2, PD5, PD6	
Prin. 6 – effective techniques for active inquiry and collaboration	Grades 2-6	PD2, PD5, PD 6	
Prin. 9 – Reflective practitioner	Grades 2-6	PD2, PD5, PD 6	

Related INTASC Standards- These principles will be stressed during this course:

Principle #1: The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.

Principle #7: The teacher plans instruction based on knowledge of subject matter, community, and curriculum goals.

Related South Carolina and National Council for Social Studies Standards

Grade 2	Communities Here and Across the World
Grade 3	South Carolina Studies
Grade 4	U.S. Studies to 1865
Grade 5	U.S. Studies 1865 to Present
Grade 6	Ancient Cultures to 1600

ADEPT Performance Standards:

PD2 – Short-Range Planning: Instruction

PD5 – Using Instructional Strategies to Facilitate Learning

PD6 – Providing Content for Learners

Dispositions:

Principle #11: The teacher demonstrates dispositions that promote scholarship within a Christian ethic of care. (SWU principle)

Courses in the School of Education seek to integrate the following dispositions:

- The teacher candidate demonstrates an ethic of care towards self by exhibiting an approach to life that is demonstrated by a passion for learning.
- The teacher candidate demonstrates an ethic of care towards learners by displaying an enthusiasm about teaching as demonstrated by compassionate and respectful interactions with learners.
- The teacher candidate demonstrates an ethic of care towards colleagues by engaging in collaborative work practices as demonstrated by compassionate and respectful interactions with colleagues.
- The teacher candidate demonstrates an ethic of care towards the community by recognizing the community as an integral part of the learning process as demonstrated by valuing its pluralist nature.

Of these four dispositions, this course emphasizes all stated dispositions.

Description of Education Rating Scale (Rubric)

Advanced (4): the teacher candidate shows strong evidence of a very high level of knowledge, skills, and dispositions consistent with his/her level of classroom, field, and clinical experiences; there is a high degree of consistent and accurate application of principles; there is consistent positive impact on student learning.

Proficient (3): the teacher candidate shows evidence of an above average level of knowledge, skills, and dispositions consistent with his/her level of classroom, field, and clinical experiences; there is an above average degree of consistent and accurate application of principles; there is frequent positive impact on student learning.

Basic (2): the teacher candidate shows evidence of an adequate level of knowledge, skills, and dispositions consistent with his/her level of classroom, field, and clinical experiences; there is an acceptable degree of application of principles; there is some positive impact on student learning.

Below Basic (1): the teacher candidate shows little evidence of knowledge, skills, and disposition consistent with his/her level of classroom, field, and clinical experiences; there is little or no application of principles; there is little or no impact on student learning.

Curriculum Project Instructions and Scoring Guides—

Upload to Chalk and Wire for Assessment

Related Standards: INTASC 1, 3, 4, 6, 7; SC/NCSS 2, 3, 4, 5, 6;
ADEPT PD2, PD5, PD6

Teacher candidates in this course will be participants in a collaborative instructional project* for social studies for grades two through six, using active instructional strategies. The format will be a Campus Curriculum Committee (3-C) assigned the task of developing lesson and unit plans for instruction for SWU Elementary School. Grade-level teachers will develop and teach in-class lessons that are directly related to state, national, and university standards. The entire "faculty" will develop and present their plans through a PowerPoint presentation/Promethean Board.

All units and lesson plans will follow the required SWU format. Each grade-level subcommittee will develop specific hands-on lessons that include at least three related children's books, at least one supplementary book/resource, at least one resource from nationalgeographic.com, or other website and a geography activity. Class members and course professor will assess plans and instruction using scoring guides.

All products should be in digitized format in order to share with fellow candidates.

*Collaborative project needs to incorporate independent projects at the grade level chosen.

Related Standards: INTASC 4, 6; SC/NCSS 2; ADEPT PD2;

Date	Assignments are due on the date listed. Study the day's assignment BEFORE coming to class on that date.
January 16, 2013	<ul style="list-style-type: none"> • Download and print the complete syllabus for this course. The syllabus will be explained the first class meeting. • Download and print SC Social Studies Standards for grades 3 – 6. • In Class- Go over how to download Support Documents. • <i>Chapter notes, case studies, and reflection questions are to be included in the Class Notebook.</i>
January 18, 2013	Lesson Planning
January 23, 2013	Lesson Planning
January 28, 2013	Unit Planning
January 30, 2013	Unit Planning
February 4, 2013	Unit Planning- Lesson 1 of Unit Due
February 6, 2013	Unit Planning
February 11, 2013	Unit Planning- Lesson 2 of Unit Due
February 13, 2013	Work on Unit- Location of Choice
February 18, 2013	<ul style="list-style-type: none"> • Unit Due • Introduction to the textbook. • Chapter 1 – What is Powerful and Meaningful Social Studies <p>For Next Class: Complete Reflection Question 1- page 25</p>
February 20, 2013	<ul style="list-style-type: none"> • Page 25 # 1 Due • Chapter 2 – How Do Students Engage in Powerful and Meaningful Social Studies? <p>For Next Class: Work on Project</p>
February 25, 2013	<ul style="list-style-type: none"> • Chapter 3 – How are Social Studies Inquiry Skills Learned? <p>For Next Class- Work on Chapter 3 Case Study, Work on Project</p>
February 27, 2013	<ul style="list-style-type: none"> • Chapter 3 Case Study Due • Chapter 4 – How are Social Studies Concepts Generalizations Developed? <p>For Next Class- Work on Chapter 4 Case Study, Work on Project</p>
March 11, 2013	<ul style="list-style-type: none"> • Chapter 4 Case Study Due

	<ul style="list-style-type: none"> Chapter 5-How Do Students Develop Citizenship in Democratic and Global Societies? <p>For Next Class-Work on Project</p>
March 13, 2013	<ul style="list-style-type: none"> Draft of Project Due Chapter 6 –What is Socials Studies Contribution to Global Education? <p>For Next Class-Work on Project</p>
March 18, 2013	<ul style="list-style-type: none"> Projects Due/ Share PPP with Class
March 20, 2013	<ul style="list-style-type: none"> Continue to Share PPP with Class from Project <p>For Next Class- Bring in 2 Children's Books related to SS that could be used in the classroom.</p>
March 25, 2013	<p>Book Write- ups Due</p> <ul style="list-style-type: none"> Chapter 7 – How do Teachers Use and Manage Social Studies Instructional Strategies Effectively? <p>For Next Class- Complete reflection questions 1-3 on page 236</p>
March 27, 2013	<ul style="list-style-type: none"> Page 236 Due Chapter 8 – How are Powerful and Meaningful Social Studies Units Constructed? <p>For Next Class- Work on Chapter 8 Case Study</p>
April 1, 2013	<ul style="list-style-type: none"> Chapter 8 Case Study Due Chapter 9 – How do Social Studies Teachers Facilitated Students' Development as Individual and Community Members? <p>For Next Class- Complete reflection question 1 on page 300</p>
April 3, 2013	<ul style="list-style-type: none"> Page 300 Due Chapter 10 –How Can I involve All Students in Meaningful Social Studies? <p>For Next Class- Complete reflection questions 1-3 on page 329</p>

April 8, 2013	<ul style="list-style-type: none"> • Page 329 Due • Chapter 11 –How Do I Engage Students in Examining History? <p>For Next Class- Work on Chapter 11 Case Study</p> <ul style="list-style-type: none"> •
April 10, 2013	<ul style="list-style-type: none"> • Chapter 11 Case Study Due <ul style="list-style-type: none"> • Chapter 12- How do I Engages Students in Interpreting the Earth and It's People Through Geography? <p>For Next Class- Work on Chapter 12 Case Study</p>
April 15, 2013	<ul style="list-style-type: none"> • Chapter 12 Case Study Due • Chapter 13 – How Do I Assist Students in Making Economic Decisions? <p>For Next Class- Complete Reflection questions 1-2 on page 440</p>
April 17, 2013	<ul style="list-style-type: none"> • Page 440 Due • Chapter 14- How do I Teach Students to Learn Through Multiple Assessments and Evaluation ? <p>For Next Class- Work on Chapter 14 Case Study, Bring in an Elementary or Middle School Social Studies Teachers Edition. Whatever grade level book you bring in- bring in the Social Studies Standards for that Grade Level.</p>
April 22, 2013	<ul style="list-style-type: none"> • Class Notebooks Due • Chapter 14 Case Study Due • We will explore the Elementary & Middle School Social Studies Textbooks and see how they align with SC Standards & Support Documents
April 24, 2013	<ul style="list-style-type: none"> • We will explore the Elementary & Middle School Social Studies Textbooks and see how they align with SC Standards & Support Documents
April 29, 2013	<ul style="list-style-type: none"> • We will explore the Elementary & Middle School Social Studies Textbooks and see how they align with SC Standards & Support Documents
May 1, 2013	<ul style="list-style-type: none"> • Textbook Assignment Due- Share findings with class • Class Wrap Up

Explanation of Assignments

Unit must be across the curriculum with four (4) lesson plans, and one culminating activity. Unit must be in a notebook. Lesson plans should be done on the SWU lesson plan format. You will present one of the lessons to the class. Early finishers/enrichment activities must be social studies related.

Scoring Guide for Content of Unit Plan

Description	Weight
Unit plan with four related lessons (and one culminating activity) at selected grade level on SWU format	10
Link to state and national standards (clearly stated)	4
At least three related children's books	3
At least one supplementary book/resource	1
At least one resource from a related website	1
At least one geography activity	1

Scoring Guide for Unit Presentation

Description	Weight
Appropriateness of presentation materials	1
Accuracy of presentation	2
Presentation manner and style	1
Shared with classmates	1

Biography & Timeline Project and Scoring Guide

Related Standards: INTASC 4, 6; SC/NCSS 2; ADEPT PD2;

Biography

Each candidate will demonstrate the ability to collect and interpret primary data by researching an individual's personal history. The individual (unrelated to you) should be 70 years of age or older and still have their memory. The biographical information should be recorded in an essay format. Collect information about your chosen individual. Include parents' names, birth dates of parents and individual, place of birth, marriage date and place, if applicable, and where they live presently. Develop a list of ten or more questions that can give you information about the person. Include a copy of the interview questions used. The interview should be recorded (video or audio). Get pictures from the individual if possible.

Timeline Chart

Make a timeline of all of the pertinent information of your individual and how this individuals' life has been intertwined in US history. The timeline should include the individuals' biography information as well as important events that happened in United States History during the time period. Pictures should be included in the timeline.

Example: If the individual tells you that they have a great grandchild that was born in 2005- what important was going on in 2005? Both sets of information should be included in the timeline.

Scoring Guide

Description	Product	Weight
Information on individual/ Biography	Essay	35
Timeline of pertinent US events & Events in the Person's Life	Chart/Graphic	35
List of questions	Written	20
Accuracy/format/grammar/etc.	Written	10
	Overall Rating	

Class Notebook

Class handouts, notes, group work, and any other material presented in class must be in the notebook. Each section of the notebook must be tabbed. A copy of the unit must also be in the notebook.

Grading Procedures

Due Dates	Course evaluation consists of the following assignments:	Possible points (percent of final grade)	Student's points
February 18, 2013	1. Unit	35	
March 18, 2013	2. Biography Project	35	
March 25, 2013	3. Two Book Reflections	5	
Ongoing	4. Reflection Questions	5	
April 22, 2013	5. Class Notebook	10	
Ongoing	6. Attendance, group work, participation, Weekly discussion questions	10	
Total possible points for course		/100	