



Teaching Social Studies *in the Elementary Classroom*

EDUC 330



Salish Kootenai College
Pablo, MT

Doug Ruhman, Instructor

EDUC 330

Teaching Social Studies in the Elementary Classroom

Winter 2016 – 2017

COURSE INFORMATION

- A. **Number:** EDUC 330
- B. **Title:** Teaching Social Studies in the Elementary Classroom
- C. **Credits:** 4
- D. **Availability:** Winter quarter
- E. **Course Location:** Stevenson Building 115 **Time:** Mon. and Wed. 2:30 – 4:20

INSTRUCTOR INFORMATION

- A. Instructor: Doug Ruhman, M.Ed.
- B. Office: Education Building 124
- C. Office Hours: Mon., Wed. 8:00 - 11:00 a.m.
- D. Office Phone: (406) 275-4763
- E. Email: doug_ruhman@skc.edu

REQUIRED MATERIALS

No required text. Handouts and other readings provided in class by instructor. Numerous assignments will require SKC email and online access.

OPTIONAL/SUGGESTED TEXTS

Loewen, James W. (1996). *Lies My Teacher Told Me : Everything Your American History Textbook Got Wrong* New Press. ISBN: 1-56584-386-2

(SKC Library on reserve)

Fritzer, Penelope (2002). *Social Studies Content: For Elementary and Middle School Teachers* Allyn and Bacon ISBN 0-205-34741-X

(SKC Library on reserve)

COURSE DESCRIPTION

Candidates will know, understand, and use the major concepts of social studies instruction in a K-8 classroom. Course content will focus on geography, world history, civics/government, and economics while creating instructional frameworks for the integrated study of other related areas. Multicultural topics, including issues and concepts relevant to Native American history and culture, citizenship, and guided decision-making are included. PreReq: EDUC 203, TEP Admission

RELATION TO CONCEPTUAL FRAMEWORK

This course will be taught using social constructivist and experiential teaching strategies, and reflective learning. Considering that individuals construct knowledge by interacting with their physical and social environment, this course is especially relevant to candidates' deep connections with curricula as it explores the diverse nature of social sciences and schooling, and the attitudes, beliefs, and practices associated with the social studies. Student assessments will be utilized to shape experiential instruction. The educator's role in supporting student learning will be explored from a leadership perspective.

COURSE OUTCOMES AND STANDARDS

This course is aligned with the Interstate Teacher Assessment and Support Consortium (InTASC) Principles, National and Montana Standards for Social Studies (NCSS/MTCS-SS), and the Montana Office of Public Instruction's PROFESSIONAL EDUCATOR PREPARATION PROGRAM STANDARDS (PEPPS).

Montana Content Standards for the Social Studies (all addressed)

Content Standard 1—Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations. (*Reading Responses, MC Reflection, RWA*)

Content Standard 2—Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility. (*MC Reflection, Reading Responses, Lesson Presentations*)

Content Standard 3—Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions). (*Reading Responses, RWA, Lesson Presentations*)

Content Standard 4—Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships. (*Reading Responses, RWA, Lesson Presentations*)

Content Standard 5—Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption. (*MC Reflection, Journal*)

Content Standard 6—Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies. (*Reading Responses, RWA, Lesson Presentations*)

MT PEPP Standards	InTASC Principles	Critical Assignments
<p>PEPPS 10.58.532 The program candidates will... f. ...demonstrate knowledge, understanding, and use of the major concepts and modes of inquiry from the social studies, the integrated study of history, government, geography, economics, including personal financial literacy, and an understanding of the social sciences and other related areas to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society, including the cultural diversity of American Indians and tribes in Montana, and interdependent world.</p> <p>SKC Division of Education <i>Guiding Principles A, B, C, D, E</i></p>	<p>INTASC Principle 4. Content Knowledge <i>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</i></p>	<p>Reflective Written Analysis for InTASC Principle #5: Application of Content (TEP2, Pr. #5)</p> <p>Year-long Social Studies Curriculum Timeline (TEP2, Pr. #7)</p>
	<p>INTASC Principle 5. Application of Content <i>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</i></p>	
	<p>INTASC Principle 7. Planning for Instruction <i>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</i></p>	

GENERAL COURSE OBJECTIVES

Upon completion of this course students will be able to:

- A. Demonstrate proficient comprehension of social studies content, methodologies, and the underlying principles which guide excellent social studies planning and instruction.
- B. Design social studies learning experiences, including activities, lessons, and an integrated unit, all of which exemplify best current practices in social sciences instruction.
- C. Demonstrate a clear understanding of local, state, and national social studies standards and apply them in original learning experiences for elementary students.
- D. Evaluate and analyze challenges and issues relevant to social studies instruction, and their sociological and theoretical bases.

CULTURAL RELEVANCY OBJECTIVES

Cultural relevancy will be addressed in this course through teaching methodologies, discussion of educational issues relevant to the teaching of social studies in Native communities both locally and nationally, and through strategies modeled and utilized by the instructor.

Candidate Objectives:

1. Candidates will examine the inter-relatedness of social studies issues described in class and how these issues relate to and affect the cultures and educational welfare of the Salish, Kootenai, and Pend d'Oreille people.
2. Candidates will apply information from the course in their work with children from similar and diverse cultures.
3. Candidates will explore teaching resources and social studies methods and evaluate them in terms of cultural significance and/or competency.

COMMUNICATION OBJECTIVES

This course will encourage the development of communication skills by having students compose, revise, edit, and share written reflections in a variety of contexts, and by having students respond to course content using diverse verbal and non-verbal communication techniques.

Candidate Objectives:

1. Candidates will create and maintain a weekly reflective journal documenting their progress and learning in the class.
2. Candidates will compose, write, and present social studies activities and lesson plans that reflect best practices and are clearly aligned with local, state, and national social studies content standards.
3. Candidates will plan, write, and present an integrated unit plan that reflects best practices in social studies instruction and is linked to state and national standards.

CITIZENSHIP OBJECTIVES

This course will explore the nature of citizenship on an in-depth level, as one of the main disciplines in the social sciences. The course will help students/candidates broaden their understanding of their role as teachers in a local, national, and global context, and will help students learn methods and technique for teaching about citizenship both directly and indirectly in a variety of modalities.

Candidate Objectives:

1. Candidates will reflect in writing and in class discussion on their field experiences as observers and volunteers in classrooms. These reflections will demonstrate candidates' awareness of the central issues and concepts surrounding social studies instruction.
2. Candidates will design numerous learning experiences which address citizenship education in primary, elementary, and middle school contexts.
3. Candidates will be able to describe professional organizations locally, regionally, and nationally that can assist teaching candidates in growing their skillsets in social studies instruction.

CRITICAL THINKING OBJECTIVES

This course will encourage critical thinking skills by having students apply and critique information in diverse ways.

Candidate Objectives:

1. Candidates will apply information learned in class to enhance their teaching practices.
2. Candidates will participate in group activities and discussions that utilize critical thinking skills such as problem solving skills, self-evaluation techniques and comparing information to cultural issues;
3. Candidates will analyze their own skills and abilities in teaching.
4. Candidates will compare and contrast educational scenarios observed in the field and discussed in class.
5. Candidates will problem solve various factors pertaining to the application of material presented in class and from the text.

OTHER COURSE INFORMATION

1) **Attendance:**

Attendance is mandatory due to the nature of this course. As an adult learner in this class, you are a co-creator in the content of the course. To bring meaning to the course content you will be asked to participate in discussion, group work, presentations and other class activities. A variety of class activities, discussions and presentations will be conducted throughout the course. These cannot be made up, therefore your absence forfeits the opportunity to learn from the activities. Additionally, your absence represents a limitation in the ability of others to learn from you.

Students are expected to be on time for class and to stay until the designated time set for dismissal. If a student must leave early he/she must inform the instructor at the beginning of class. Communication with the instructor is very important in this class; if students know that they will have to miss a class, they must contact the instructor ahead of time. Students missing more than 6 hours (3 class sessions) will be asked to drop the course.

Students must sign the course attendance sheet each class session to receive credit for being in class. Late arrivals (after the instructor begins class) will result in a reduction of attendance points. No points will be given if candidates miss 30 min. or more of any class meeting.

2) **Cell Phones:**

Cell phone use is a distraction to the instructor and other students. Per SKC Policy, students must keep cell phones **on silent** during class. Students expecting an emergency call may ask the instructor **prior to class** if they can place cell phones in vibrate mode. Emergency calls must be taken outside of the classroom.

3) **Incompletes** will not be given except in the case of emergencies. In the event of medical or other emergencies where incompletes are necessary, arrangements including a signed contract for completed work and its timeline will be made with instructor prior to the end of the quarter.

4) **Academic Honesty:**

The instructor will exercise his/her right to assign a failing grade to students who engage in academic dishonesty, including **plagiarism**. Refer to the SKC Student Handbook for policies regarding academic honesty.

5) **Accommodation:**

Reasonable accommodations are provided for eligible students with identified disabilities. Please be sure to inform your instructor in the first week of classes regarding any special circumstances (physical limitations, cognitive difficulties, etc.) that may affect your ability to successfully complete the course. The College complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students may contact the College's Disability Officer, Linda Pete (linda_pete@skc.edu) at 275-4968 or consult the SKC web page for Students with Disabilities for more information and assistance.

INSTRUCTIONAL METHODOLOGIES

The instructor will utilize a variety of instructional strategies including- but not limited to- discovery learning, cooperative learning, group projects, presentations and discussions, case study analysis, web-related learning, Smartboards, guest speakers, and other resources.

DIVERSITY

An important facet of the social studies is the understanding of how diverse communities and their beliefs and actions affect the physical and cultural world. It is essential that this awareness is embedded in each subtopic area within the course content. In addition, candidates enrolled in the SKC TEP program need to explore the unique issues, perspectives, gifts, and challenges involved in teaching the social studies in Indian communities. Recognizing that the term “diversity” does not only refer to issues of culture/ethnicity, but also to varying learning needs and abilities, the course will address these implications relevant to pedagogy and curriculum. A respect for diversity will be communicated through guest speakers, culturally appropriate materials and resources, and learning experiences that honor and validate multiple abilities and perspectives.

LATE WORK POLICY

All assignments will be given a due date and must be turned in at the beginning of class on that date unless otherwise specified by the instructor. Assignments turned in after the due date (up to- but no later than- 1 week late) will receive a 25% deduction in points.

COURSE REQUIREMENTS



Attendance/Participation (100 points)

Students are expected to attend ALL class sessions and field work. Points will be awarded based on attendance... 5 points per week X 20 classes. Students arriving late to class or leaving early without notification will receive a deduction in attendance points. Students who appropriately notify the instructor prior to absences may receive partial points, if arrangements are made to catch up with course requirements. Students missing 30 minutes or more of a class receive 0 points for that session. ALWAYS contact the instructor to notify them in the event of an absence or of late arrival. Refer to the “Attendance” section above for more.

Reflective Journal (50 points)

The Reflective Journal is like a small-scale digital diary in which you keep your own personal thoughts and reactions. The content of the RJ should reflect your involvement in this class, not “life in general”. Write about how the class is going, what you’re learning, the good and bad... but keep it focused on your Social Studies methods course. The entries should be done once per week - I recommend over the weekend, reflecting on the previous week – and should be short (1-2 paragraphs). You keep this journal over the course of the quarter and submit it as an email attachment twice: weeks 1-5 at midterm, and weeks 6-10 during finals week. It is for you and me only. No one else will be allowed to read your RJ unless you wish to share your written observations with the class. If it takes more than 5-10 minutes to do this each week, then you are doing too much! Keep it simple, honest, and brief. Your journal must be submitted by email; please use Word (.doc/x) or PDF format.

Reading Responses (50 points)

During most class sessions there will be assigned readings from various sources. At the beginning of the following class, the material will be discussed and a short write-up will be due. This “Reading Response” should include a brief summary of the material presented in the assigned readings and questions for the class to discuss. More details on this requirement will be covered on the first day of class.

3 Lesson Presentations (20+50+80 = 150 points)

You will be learning about specific themes in social studies curriculum and instruction. For part of the time in this course, you will be working on presentations having to do with these themes. There will be three types of presentations: the first can be a formal lesson or just a social studies oriented activity... the second must be a formal SS lesson using the SKC lesson plan format... and the third presentation will be an integrated SS unit plan. It is encouraged that each different presentation covers a different SS discipline (geography, history, economics, or civics). These lessons should be created and presented individually. [These are due on Jan. 25, Feb. 15, and Mar. 8 respectively.](#)

Reflective Written Analysis for Principle #5 (50 points)

In this course, students will compose a Reflective Written Analysis for InTASC Principle #5: Application of Content. This RWA will be required for Stage 2 of the TEP Portfolio. This paper will be assigned and graded near the end of the course, and will be evaluated using the standard RWA scoring rubric. This rubric, along with more information regarding the assignment, will be provided by the instructor near the beginning of the course.

More →

In-Class Projects (100 points)

Students in the course will complete several projects associated with Soc. Studies instruction throughout the course. Each of these will be initiated in class; some may require work outside of class time.

Grading:

Points will be awarded as follows:

Attendance/Participation	100 points
Reflective Journal	50 points
Reading Responses	50 points
SS Presentations	150 points
RWA Principle #5	50 points
In-Class projects	100 points

Total points possible **500**

Grades will be assigned according to the following points breakdown:

450 - 500 = A
400 - 449 = B
350 - 399 = C
300 - 349 = D
Below 300 = F

CREDIT HOURS

Following the SKC Credit Hour policy, to meet the identified objectives of this course, this 4 credit course, delivered over a 10 week term will approximate:

4 hours/week classroom or direct faculty instruction

In addition, out-of-class student work will approximate a minimum of 8 hours each week.

EDUC 330 Course Outline Winter 2016 - 2017

This outline is subject to modification depending on class needs.

Week 1:

Introductions, syllabus, requirements. Exploring and understanding the Social Studies, social science disciplines, real world connections. Analyzing the state of SS education today.

Week 2: *(No class Monday Jan. 16: MLK Observance)*

More with SS standards and themes. Teaching about controversial topics in SS education, K-8 applications. Accessing and understanding local, state, and national SS standards.

Assign First Lesson Presentations (LP1)

Week 3:

SS instructional frameworks, EC vs. CK approaches, macro planning in the SS classroom.

Week 4:

Social Studies Themes, disciplinary constructs, classroom applications, Assessing SS learning. Introduction to Micro-Community. *LP1 Due Wed. Feb 1; Assign LP2*

Week 5:

Continue with Micro-Community model. Physical modeling of concepts in SS. Effective planning and assessment in SS instruction. *MC Reflection, Duplass Topics 15, 16*

Week 6:

Geography tools, map projections. Literacy in social studies, using tools of geography, children's literature, reading and writing with social studies. Library visit.

Week 7: *(No class Monday Feb. 20: Instructor gone to IEFA Conference)*

Symbology in SS instruction, Vexilology, flag project. Elementary history education constructs, primary sources, review SS lesson planning. *LP2 (lesson plans) due Wed. Feb. 22; Assign 3rd L. P.*

Weeks 8-9:

SS methods strategies, technology resources for teaching social sciences in K-8, unit planning, SS in Native communities. *Field study in Kindergarten: StarLab*

Week 10:

Presentation of unit plans, resources for continued professional development, future of SS instruction. *LP3 (unit plans) due Mar. 13th / 15th*

SKC Teacher Education Program Portfolio Stage 2

Reflective Written Analysis # 5

Student _____ Instructor _____

Date: _____

Level of Performance:	0 Unacceptable	1 Developing	2 Proficient	3 Exemplary
<p>Reflective Written Analysis (RWA) of your strengths related to InTASC Principle. (Include the INTASC Principle/Standard at the top of a 1-2 page essay. (1) Explain how the principle is important in your teaching; (2) describe ways you have implemented the principle in your lessons and/or what you plan to do when you teach; (3) conclusion should reinforce your belief in the principle and make a reference to the artifacts/evidence in that section of the portfolio)</p>	<p>One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding.</p>	<p>Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle.</p>	<p>Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle.</p>	<p>Candidate demonstrates proficient skills at an advanced degree or at a master teaching level. This score is reserved for those who demonstrate skills of an experienced teacher who is able to mentor others.</p>

Score: _____

Comments:

EDUC 330 Year-long SS Curriculum Timeline

TEP Stage 2: Principle 7 (Planning and Instruction)

Student _____ Instructor _____

Date: _____

Level of Performance:	0 Unacceptable	1 Developing	2 Proficient	3 Exemplary
<p>7(g) The teacher understands content and content standards and how these are organized in the curriculum. <i>Guiding Principles: E</i></p>	<p>Very little connection to standards is evident; content may be inappropriate due to developmental level, or breadth/scope of curriculum.</p>	<p>Timeline is incomplete with regard to scope and sequence of SS material. Standards are present, but this may require revision.</p>	<p>Timeline shows an instructional progression which is logically sequenced according to local and/or other content standards, and is realistic in terms of time, curricular scope, and developmental level. Timeline contains no errors in writing conventions.</p>	<p>Candidate demonstrates proficient skills at an advanced degree or at a master teaching level. This score is reserved for those who demonstrate skill of an experienced teacher who is able to mentor others.</p>

Score: _____

Comments:

This project received a score of _____ out of _____ possible points for EDUC 330.