



# **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 2013 - 2014

#### 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:** Education 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](mailto: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: 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.

## **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.
  - a. 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. By 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 fail students who engage in academic dishonesty, including **plagiarism**. Refer to the SKC Student Handbook for policies regarding academic honesty.

**5) Accommodation:**

Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss your specific needs; this should be done **in the first week of class**. Please contact Stan Fleming, SKC's ADA Compliance Officer at 275-4968 to learn about and coordinate reasonable accommodations for students with documented disabilities.

## **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. Students will be given one “No Questions Asked” coupon that may be used in lieu of a regular reading response homework assignment (not for project or presentation work, or lesson plans). Any other 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.

### EDUC330 Portfolio (50 points)

This is just your collection of materials (assignments, handouts, tips, anything else) that archives your activities in this course. The portfolio (notebook) is turned in near the end of the course and returned at or before the last class meeting.

### Final Exam (100 points)

Students in the course will complete a summative final assessment that reflects concepts addressed throughout the course. This exam will be given on Wednesday, March 12, 2014.

## **Grading:**

Points will be awarded as follows:

Attendance/Participation	100 points
Reflective Journal	50 points
Reading Responses	50 points
SS Presentations	150 points
Portfolio	50 points
Final Exam	100 points

---

Total points possible	<b>500</b>
-----------------------	------------

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 2013 - 2014**

*This outline is subject to modification depending on class needs.*

### **Week 1:**

Introductions, syllabus, requirements. Defining and understanding the Social Studies, NCSS/MT Stds Themes

### **Week 2:**

More with SS standards and themes. Citizenship Education, Multicultural and Global Education, soc. constructivism

### **Week 3:**

***(No class Monday Jan. 20: MLK Observance)***

SS foundations and goals, "big ideas", virtues/values education, ideas, Beliefs, SS in Native Communities, internet's impact on SS instruction

*Assign First Lesson Presentations (LP1)*

### **Week 4:**

Social Studies Themes, disciplinary constructs, classroom applications, Assessing SS learning

### **Week 5:**

Literacy in social studies, using tools of geography, children's literature, reading and



writing and social studies

***LP1 Due, Assign LP2***

**Week 6:**

Making SS work in the elementary school, instructional models, Micro-Community part 1 (Graham), parental involvement, mangmt+org SS

**Week 7:**

SS methods strategies, Micro-Community part 2, PS + crit. thinking

*Duplass, Topics 38-43*

***LP2 (lesson plans) due, Assign 3<sup>rd</sup> L. P.***

**Week 8:**

SS methods strategies (cont.), Working with Multimedia

**Week 9:**

Multimedia resources for SS instruction

***LP3 (unit plans) due***

**Week 10:**

Resources for continued professional development, future of SS ***Final Exam***