



On-Campus Course Syllabus
EDU 409 LOO.A
EC-6th Social Studies Methods
Spring 2019

Class Information

Day and Time: Monday 7:00-9:30 p.m.

Room Number: E-202

Contact Information

Instructor Name: Tammy Burrows

Instructor Email: tburrows@criswell.edu

Instructor Phone: (972) 345-3223

Instructor Office Hours: n/a

Course Description and Prerequisites

The importance of the various social science disciplines and how they relate to the EC-6th grade child's society and environment are emphasized. A major portion of the Social Studies course will include planning and implementing effective curriculum, instruction, and assessment. The Texas Essential Knowledge and Skills (TEKS) are addressed throughout this course. **(Prerequisite: EDU 301)**

Course Objectives

1. Instruct diverse students in all of the social sciences in EC-6th grade classes.
2. Use the wide variety of resources available to educators to enhance the teaching of the social sciences.
3. Develop social science instruction, which is child-centered, engaging, process-driven, and based on appropriate TEKS.
4. Select effective materials for instruction that support a constructivist philosophy of teaching.
5. Create instructional situations, which develop the creative and problem-solving abilities of students.
6. Assist students to build social skills and teamwork by organizing cooperative learning opportunities.
7. Plan units for more effective instruction of the social sciences.
8. Incorporate rich reading and writing experiences into the study of the social sciences through the incorporation of children's literature.

Texas Educator Standards:

Pedagogy and Professional Responsibilities EC-12 Standard I

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Pedagogy and Professional Responsibilities EC-12 Standard II

The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.

Pedagogy and Professional Responsibilities EC–12 Standard III

The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely, high-quality feedback.

Pedagogy and Professional Responsibilities EC–12 Standard IV

The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Technology Applications Standard I

All teachers use technology-related terms, concepts, data input strategies and ethical practices to make informed decisions about current technologies and their applications.

Technology Applications Standard II

All teachers identify task requirements, apply search strategies and use current technology to efficiently acquire, analyze and evaluate a variety of electronic information.

Technology Applications Standard III

All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

Technology Applications Standard IV

All teachers communicate information in different formats and for diverse audiences.

Technology Applications Standard V

All teachers know how to plan, organize, deliver and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

Core Subjects EC-6 Standards:**Social Studies Standard I**

The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences.

Social Studies Standard II

The social studies teacher effectively integrates the various social science disciplines.

Social Studies Standard III

The social studies teacher uses knowledge and skills of social studies, as defined by the Texas Essential Knowledge and Skills (TEKS), to plan and implement effective curriculum, instruction, assessment and evaluation.

Social Studies Standard IV

History: The social studies teacher applies knowledge of significant historical events and developments, as well as of multiple historical interpretations and ideas, in order to facilitate student understanding of relationships between the past, the present and the future.

Social Studies Standard V

Geography: The social studies teacher applies knowledge of people, places and environments to facilitate students' understanding of geographic relationships in Texas, the United States and the world.

Social Studies Standard VI

Economics: The social studies teacher knows how people organize economic systems to produce, distribute and consume goods and services and uses this knowledge to enable students to understand economic systems and make informed economic decisions.

Social Studies Standard VII

Government: The social studies teacher knows how governments and structures of power function, provide order and allocate resources and uses this knowledge to facilitate student understanding of how individuals and groups achieve their goals through political systems.

Social Studies Standard VIII

Citizenship: The social studies teacher understands citizenship in the United States and other societies and uses this knowledge to prepare students to participate in our society through an understanding of democratic principles and citizenship practices.

Social Studies Standard IX

Culture: The social studies teacher understands cultures and how they develop and adapt and uses this knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States and the world.

Social Studies Standard X

Science, Technology and Society: The social studies teacher understands developments in science and technology and uses this knowledge to facilitate student understanding of the social and environmental consequences of scientific discovery and technological innovation.

Required Textbooks

Maxim, George A., *Dynamic Social Studies*, 11th edition, New York: Pearson, 2018.
ISBN 9780134286716 (digital supplement not required)

Course Requirements and Assignments

1. Character Teaching Session: After choosing a social studies topic appropriate for grades K-6th, you will guide the class through a values, character, morals lesson. You will need to have a manipulative, graphic organizer, or "hands-on" activity for your groups to use. Your lesson should be approximately 10 minutes in length. **A typed plan, in correct form, will accompany the cooperative learning lesson.**

DUE: February 4

POINTS: 5 points

2. Strategies Teaching Session: After choosing a social studies topic that is appropriate for grades K-6th, you will guide the class through a topic using one of the teaching strategies discussed in your text. Each student will need to be provided with a copy of your lesson plan. **A typed lesson plan, in correct form, will accompany the lesson.**

DUE: February 11

POINTS: 5 points

3. Social Sciences Bibliography and Library: This assignment is to aid you in developing your own list of children’s literature, which can enhance the teaching of the social sciences. You are to create your own bibliography from the vast array of choices available to you as an educator. The bibliography is to consist of **100 books** that are appropriate for grades K-6th. They are to be divided into the following categories: Anthropology, History, Geography, Political Science, Sociology, and Economics. You must have a minimum of 10 books for each category. The additional 40 books may fall into any of the six categories you wish. This bibliography is to be typed and in correct bibliographical form. **You must also have read at least 10 of the books on your bibliography and bring them to class so that you may share them with your peers.**

DUE: February 18

POINTS: 10 points

4. Field Trip Lesson Pack: You will select one of the locations in North Texas that is appropriate for a K-6th Social Studies field trip. **After visiting your selection**, you will create five (5) extension activities, which incorporate the experiences and information gained from the field trip. **These are to be typed, and in the form which is discussed in class.** Be prepared to share your ideas with your peers.

DUE: March 4

POINTS: 5 points

5. Resource Pack: This assignment is to aid you in developing your own list of resources, which are available to you as an elementary educator. You will collect **60 resources** in the following categories: museum/simulations, field trip opportunities, artifact resources, films and videos, Internet sites, and computer software. There is to be a minimum of 10 resources in each category. Your Resource Pack is to be typed as a Google Doc with appropriate links on each page.

DUE: March 18

POINTS: 10 points

6. Oral History Interview: You will interview a person who is at least 30 years of age and another who is at least 60 years of age. You must spend a minimum of 30 minutes interviewing each subject and address all of the questions on the interview form. You will compare and contrast the information obtained in your interviews and provide an analysis of your findings. Each interview must be typed and the typed analysis should be 500 words in length.

DUE: March 25

POINTS: 5 points

7. Geography Topic Activity: You will choose a geography topic that is appropriate for grades K-6th. From this topic, you will create an activity that is “hands-on” and emphasizes problem-solving skills. You will present your activity in class for your peers to experience. Therefore, you must have all materials necessary to carry out the activity. **A typed lesson plan, in correct form, will accompany the activity.**

DUE: April 8

POINTS: 5 points

8. Civics Service Assignment: You will choose a community service experience in which to spend a minimum of 2 hours. Write a one-page summary of your experience including how you might utilize a similar experience with an elementary class. (Please seek teacher approval prior to service).

DUE: April 15

POINTS: 5 points

9. Unit Plan: After choosing a social studies topic, you will “ripple” a unit of study. Your diagram must incorporate Bible, reading, math, language, science, social studies, art, drama, music, and children’s literature. **This is to be a typed assignment.**

DUE: April 22

POINTS: 5 points

10. Virtual Museum Lesson: After choosing a social studies topic that is appropriate for grades K-6th, you will create a virtual museum utilizing the template in Google Slides. You must include a minimum of 8 artifacts on the topic and include a least one video link. **A typed annotation should accompany the virtual museum and include a minimum of 3 sentences on each artifact.**

DUE: April 29

POINTS: 10 points

10. Class Notes: All chapter outlines are to be completed by you during the semester. Class discussions will cover portions of the notes. However, it is understood, that time constraints do not permit completion of all outlines during class. Therefore, it is your responsibility to complete the remainder of the outlines during your own studies of the text material. ****Notes will be due at the beginning of each class session that addresses that topic. The final grade will be assigned at the time of the due date.****

DUE: May 6

POINTS: 5 points

11. Elaborated Peer Teaching: This final peer teaching will consist of a social studies lesson, which is constructivist in nature. It is to be child-centered with an emphasis on problem solving. You may choose any of the social sciences to teach and any grade level from K-6th. Your lesson is to be between 30 and 40 minutes in length. It will need to include an activity or manipulative for the students. **A typed lesson plan, in correct form, will accompany the elaborated peer-teaching lesson.**

DUE: May 13

POINTS: 15 points

12. Tests: Three tests will be administered during the semester. They will cover material from the text and class discussions.

DUE: Test #1: POINTS: 5 points

Test #2: POINTS: 5 points

Test #3: POINTS: 5 points

Assignment	Due Date	Point Value
Character Lesson Plan	Feb. 4	5
Strategies Lesson Plan	Feb. 11	5
Bibliography due	Feb. 18	10
Test #1 (chapters 1-4)	Feb. 25	5
Field Trip Lesson	March 4	5
Resource Pack due	March 18	10
Oral History Assignment	March 25	5
Test 2 (chapters 5-8)	April 1	5
Geography Lesson Plan	April 8	5
Civics Assignment	April 15	5
Unit Plan	April 22	5
Virtual Museum Lesson	April 29	10
Test #3 (chapters 9-13)	May 6	5
Notes/Outlines	May 6	5
Final Peer Teaching	May 13	15
	TOTAL	100

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Grading Scale

A	97-100	4.0 grade points per semester hour
A-	93-96	3.7 grade points per semester hour
B+	91-92	3.3 grade points per semester hour
B	88-90	3.0 grade points per semester hour
B-	86-87	2.7 grade points per semester hour
C+	83-85	2.3 grade points per semester hour
C	80-82	2.0 grade points per semester hour
C-	78-79	1.7 grade points per semester hour
D+	75-77	1.3 grade points per semester hour
D	72-74	1.0 grade point per semester hour
D-	70-71	0.7 grade points per semester hour
F	0-69	0.0 grade points per semester hour

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Support

Canvas and CAMS: Criswell College uses Canvas as its web-based learning tool and CAMS for student data.

Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number twenty-four hours a day. Students needing help with CAMS should contact the Campus Software Manager at bstifle@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through Dr. Jeff Campbell, Dean of Students, at jcampbell@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at library@criswell.edu.

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing writingcenter@criswell.edu or calling 214.818.1373.

Course Outline/Calendar

January 28

Intro to Social Studies Methodology
Maxim Chapter 1

February 4

Effective Instructional Planning
Maxim Chapter 2
Character Lesson Plan

February 11

Methods & Strategies for Teaching Social Studies (Part 1)
Maxim Chapter 3
Strategies Lesson Plan due

February 18

Methods & Strategies for Teaching Social Studies (Part 2)
Maxim Chapter 4
Bibliography due

February 25

Instructional Resources: Concrete

Maxim Chapter 5

Test #1: Chapters 1-4

March 4

Instructional Resources: Representational

Maxim Chapter 6

Field Trip Lesson due

March 11

Spring Break

March 18

Instructional Resources: Informational/Persuasive Text

Maxim Chapter 7

Resource Pack due

March 25

Instructional Resources: Narrative

Maxim Chapter 8

Oral History Assignment Due

April 1

Focus on Social Studies Disciplines: History

Maxim Chapter 9

Test #2: Chapters 5-8

April 8

Focus on Social Studies Disciplines: Geography

Maxim Chapter 10

Geography Lesson Plan Due

April 15

Focus on Social Studies Disciplines: Civics

Maxim Chapter 11

Civics Service Assignment Due

April 22

Focus on Social Studies Disciplines: Economics

Maxim Chapter 12

Unit Plan due

April 29

Focus on Social Studies Disciplines: Sociology/Anthropology

Maxim Chapter 13

Virtual Museum Lesson Due

May 6

General Review

Chapter Outlines/Notes Due

Test # 3: Chapters 9-13

May 13

Final Peer Teaching Due