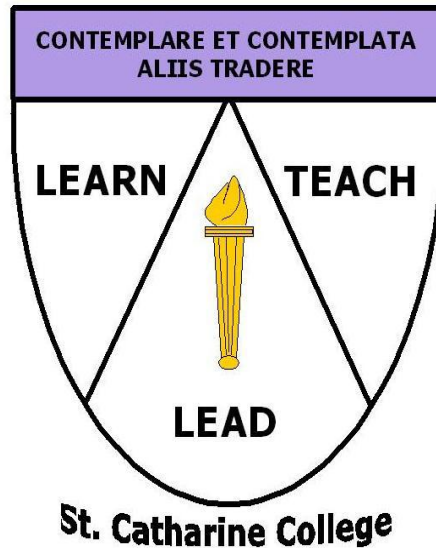


**SOCIAL STUDIES METHODS IN THE ELEMENTARY CLASSROOM  
EDU 335  
COURSE OBJECTIVES & TENTATIVE SYLLABUS  
FALL 2009**

**FIELD-BASED EDUCATOR PREPARATION**



Kentucky New Teacher Standards	Standards Addressed in EDU 100
Standard 1	X
Standard 2	X
Standard 3	X
Standard 4	X
Standard 5	X
Standard 6	X
Standard 7	X
Standard 8	X
Standard 9	X
Standard 10	X

Dispositions	Objectives Addressing Dispositions
Learn	
Teach	
Lead	
Diversity	

**EDU 335**  
**Social Studies in the Elementary Classroom**  
**Tentative Syllabus—FALL 2009**

Instructor: Mr. Jim Silliman  
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**Course Text:**

Cadet, J-R. (2008) Restavec, Austin: University of Texas Press.

Maxim, George W., (2004) Dynamic Social Studies for Constructivist Classrooms, 9<sup>th</sup> Ed. Boston: Allyn & Bacon.

Hacker, D. A Pocket Style Manual, 4<sup>th</sup> Ed. Boston: Bedford/St. Martin's.

**Electronic Sources:**

<http://www.epsb.ky.gov>  
<http://aquinas.sccy.edu>  
<http://livetext.com>

<http://education.ky.gov/kde>  
<http://www.teachertube.com>  
<http://www.eric.ed.gov>

**Course Description:**

This course addresses instructional methods, subject matter, and lesson and curricular planning for teaching all concepts and modes of inquiry in elementary school social studies. It includes a focus for developing skills, concepts, and values as well as cultural competence. An integrated approach to all content areas, history, geography, anthropology, archeology, economics, political science, psychology and sociology, is emphasized. A focus that helps preservice teachers promote student abilities to make informed decisions as citizens of a culturally diverse democratic society. Economics in the twenty-first century dictate an interdependent global marketplace. For students of all ages to make a successful transition beyond their regional school classrooms, an understanding of people, places, cultures and political systems becomes more important than ever before.

**Learning Outcomes/Course Objectives:**

At the conclusion of this course, the student will be able to:

1. state an acceptable definition of social studies in his/her own words.
2. discuss what makes social studies teaching powerful: active, value-based, integrative, meaningful, and challenging.
3. describe different approaches to the teaching of social studies content, i.e., expository, guided discovery, inquiry.
4. discuss the role of the following in social studies curriculum: history, humanities, current affairs, economics, citizenship, and socialization.
5. design a lesson and a thematic unit on a social studies topic.
6. evaluate the developmental appropriateness of learning materials for elementary school children.
7. be familiar with professional organizations and activities that promote social studies education.

**Course Requirements:**

- 1) Read the textbook and other assigned materials to be discussed in class,
- 2) Take all tests and a final examination,
- 3) Submit all written assignments and projects.
- 4) Read ten fiction or nonfiction “trade books” for children with a focus on a historical theme, time or place. These books should support the integrated social studies unit developed in this class. A weekly source of national and international news must also be selected to read regularly.
- 5) Keep a reading log.
- 6) Identify and bring in articles on selected themes to share in class.

You will need access to many quality children’s books. A public library card is a MUST. You will also use the annual Notable Children’s Trade Books List. It is published in the April-May issue of the journal Social Education. See the National Council of the Social Studies website for a list of award winners.

**Use of Technology:**

All papers are to be completed using the computer (as discussed in the “Writing Policy” portion of this document). Out of class communication via the computer is encouraged. It is recommended that students check their email daily. In order to verify the operational status of email communication, students are to email a brief statement, 1-2 sentences, explaining what outcomes are expected in this class. This assignment is due prior to the second class session.

**Writing Policy:**

All writing assignments are to be typewritten or prepared on a word processor, preferably **Microsoft Word**. Always use a Times New Roman 12 pt. font, double spacing throughout. Margins should be no more than 1”.

All assignments will be graded for content. In addition, spelling, grammar, punctuation, sentence structure, and organization will influence the grade assigned to the written assignment.

Plagiarism is not tolerated by the SCC faculty at large. The education department wholeheartedly supports this policy. “Plagiarism is the act of using another person’s ideas or expression in your writing without acknowledgement of the source... In short, to plagiarize is to give the impression that you have written or thought something that you have in fact borrowed from someone else” (SCC Catalog).

**Attendance Policy:**

It is expected that all students will attend all classes and actively participate in all class activities. Attendance will be documented. Absences will affect your final grade. Tardiness may result in lowering your grade. Frequent tardiness is unacceptable. If you miss class, see the instructor as soon as possible. You are responsible for any and all work missed as a result of your absence. Contact either by phone or email the instructor to explain absence. All work missed must be made up. It will be the student’s responsibility to see the instructor about make-up arrangements. SCC policies will be followed at all times.

While in class, please turn off all cell phones, beepers, MP3’s, Ipods, and other equipment which might distract you and/or your classmates from the task at hand. This includes “texting” others while in class.

**Additional Reading:**

Braun, Jr., J. & Risinger, C.F. (1999). Surfing social studies: The internet book. Waldorf, MD: NCSS Publications.

Krey, D. (1998). Children’s Literature in Social Studies: Teaching to the Standards. Waldorf, MD: NCSS Publications.

Menzel, P. (1994). Material world: A Global Family Portrait. San Francisco: Sierra Club Books.

NCSS National Task Force (1994). Expectations of Excellence: Curriculum Standards for Social Studies. Waldorf, MD: NCSS Publications.

Project Food, Land and People.

Yell, M., Scheuman, G. & Reynolds, K. (2004). A Link to the Past: Engaging Students in the Study of History. Waldorf, MD: NCSS Publications.

**Department Grading Scale:**

- 90-100 = A
- 80-89 = B
- 70-79 = C
- 60-69 = D
- Below = F

**Grade Composition:**

Writing Assignments/Projects .....	25%
Evaluations (Tests) .....	30%
Participation/Attendance .....	10%
Final Exam* .....	35%
Observation .....	P/F

\*The Final Exam will be all-inclusive, meaning you will be responsible for any and all material covered in class during the semester. This includes assignments made from the textbook and/or supplemental materials such as hand-outs or library assignments.

### Tentative Schedule

Day 1	August 18	Discuss Syllabus, Course Expectations
Week 1	August 24-28	Chapter 1 : Dynamic Social Studies
Week 2	August 31-Sept 4	Chapter 2: Diversity in the Classroom
Week 3	Sept. 7-11	Chapter 3: Integrating Teaching
Week 4	Sept. 14-18	Chapter 4: Young Historians <b>Test #1</b>
Week 5	Sept. 21-25	Chapter 5: Young Geographers
Week 6	Sept. 28-Oct. 2	Chapter 6: Young Political Scientists
Week 7	Oct. 5-9	Restavec: Unit Plan
Week 8	Oct. 12-16	<b>FALL BREAK</b>
Week 9	Oct. 19-23	Chapter 6: (cont.)
Week 10	Oct. 26-30	Chapter 7:The Learning Cycle
Week 11	Nov. 2-6	Chapter 7: (cont.) <b>Test #3</b>
Week 12	Nov. 9-13	Chapter 8: Collaborative and Cooperative Learning
Week 13	Nov. 16-20	Chapter 8: (cont.)
Week 14	Nov. 23-27	Chapter 9: Inquiry and Problem Solving
Week 15	Nov. 30-Dec. 4	Chapter 10: Managing Instruction
Week 16	Dec.10 1:00-3:00pm	<b>Final Examination:</b>

## Tentative Schedule (Revised)

Day 1	August 18	Discuss Syllabus, Course Expectations
Week 1	August 25-27	Chapter 1 : Dynamic Social Studies
Week 2	Sept. 1- 3	Chapter 2: Diversity in the Classroom
Week 3	Sept. 8-10	Chapter 3: Integrating Teaching
Week 4	Sept. 15-17	Chapter 4: Young Historians <b>Test #1</b>
Week 5	Sept. 22-24	Chapter 5: Young Geographers
Week 6	Sept. 29-Oct. 1	Chapter 6: Young Political Scientists
Week 7	Oct. 6-8	Chapter 6: (cont.)
Week 8	Oct. 13-15	Chapter 7: The Learning Cycle
Week 9	Oct. 20-22	Chapter 7: (cont.) <b>Test #2</b>
Week 10	Oct. 22-29	Chapter 8: Collaborative and Cooperative Learning
Week 11	Nov. 2-6	Chapter 8: (cont.)
Week 12	Nov. 9-13	Chapter 9: Inquiry and Problem Solving
Week 13	Nov. 16-20	Chapter 9: (cont.) <b>Test #3</b>
Week 14	Nov. 23-27	Chapter 10: Managing Instruction
Week 15	Nov. 30-Dec. 4	Chapter 10: (cont.)
Week 16	Dec.10 1:00-3:00pm	<b>Final Examination:</b>

## Semester Milestones:

August 17	Fall 2009 classes begin
August 19	Opening Convocation
September 7	Labor Day, No Classes
September 17	Constitution Day
October 5-9	Midterm Examinations
October 10-20	Fall Break
October 24-28	BOE Visit (EPSB)
October 29	Bridge 1 & 2 Packets Due
November 16	Register for Spring 2010
November 19	Thanksgiving Convocation
November 25-29	Thanksgiving
December 4	Last Day of Classes
December 7-11	Finals Week
December 12	Residence halls close
December 18	Final grades mailed to students
December 25	MERRY CHRISTMAS