

SYLLABUS
Elementary Social Studies – Making Your Content Relevant
Drake University
School of Education
Des Moines, Iowa

Term:

Instructor: Benjamin (BJ) VanVleet

Course Dates:

benjamin.vanvleet@drake.edu

Credit Hours: 3 credit hours

Course Description: This course is designed to provide you with the content knowledge, classroom methods, materials and strategies for teaching Social Studies in elementary school settings. Content knowledge in history, geography, economics, behavioral science, and political science is essential in preparing teachers to provide meaningful social studies experiences for elementary students. In an eight-week format, participants are guided through various activities including reading, viewing, reflection, investigations and applications to further increase their knowledge and awareness of topics related to teaching and learning in elementary social studies. Students will examine, study, and apply the Iowa Core Social Studies Standards K-5.

Course Goals:

- Examine and discuss the rationale for social studies education and how it integrates into other disciplines.
- Demonstrate understanding of the important elements of elementary social studies content in five key areas.
- Describe and apply methods for curriculum, assessment, and classroom management in social studies teaching and learning.
- Explore, analyze, and apply the K-5 Iowa Core Social Studies standards related to history, geography, behavioral sciences, economics, and civics/government.
- Identify, describe, and apply research-based social studies instructional strategies, including technology integration.

Required Textbook:

Johnson, A. P. (2010). *Making connections in elementary and middle school social studies*. Thousand Oaks, CA: Sage.

Educational Resources:

The readings from the course textbook form the core of foundational information. Additional resources and interaction will be provided via Blackboard. Participants are also encouraged to research additional information using the online resources available through Cowles Library and resources available through the Iowa Department of Education: <https://iowacore.gov/iowa-core/subject>

Statement of Plagiarism:

The penalty for plagiarism, cheating, and other forms of academic dishonesty will vary from incident to incident, depending upon the scope and magnitude of the offense and the circumstances in which it occurred. Give credit where credit is due. Consult the SOE Governance, Appendix II, Page 30 for definitions and additional policies regarding plagiarism, cheating, academic dishonesty, and the appeal process at the following

link:http://www.drake.edu/media/collegesschools/soe/documents/soe_governance_%209222015.pdf

Course Grades

The course grade is determined by a total of your scores across the following areas: Teacher's Journal, Blogs, Small Group Activities, Demonstrating Content Knowledge and Lesson Plans.

Teacher's Journal: 30 points

Blogs: 120 points

Small Group Activities: 100 points

Demonstrating Content Knowledge: 100 points

Lesson Plans: 100 points

Total Points: 450 points

405-450 A

360-404 B

315-359 C

270-314 D

Less than 269 F

Course Work:

- **Text Readings and Teacher's Journal – 10 points each**

You are expected to keep a teacher's journal for the first three modules. You will write a two to three paragraph entry that both summarizes and reflects on the reading assignment(s). This is a private journal – only the student and the instructor have access to this information.

- **Small Group Activities - 20 points each**

There will be small group activities in various modules. These activities will increase collaboration among class participants and encourage idea sharing, lesson development, in-depth analysis of relevant topics in social studies, and the unpacking and application of Iowa Core Social Studies Standards K-5.

- **Blogs (Class Discussions) – 15 points each**

You are expected to collaborate online with classmates through a blog tool. In these blogs, the instructor will post a prompt to extend your learning and stimulate discussion with your peers. You will create a "Blog Entry" in order to provide your initial thoughts. You must also "Respond" to two classmates' entries. Citations from the reading, viewing and other materials are an expectation in both your initial entry and (minimum of) 2 responses.

- **Demonstrating Knowledge in the Content Area – 20 points each**

You will complete a series of five activities that will demonstrate your understanding of each content area. Web resources and examples will be provided.

-History: Create three timelines to demonstrate your understanding of history and the concept of change over time. Each timeline should look at a period of history through a different lens: political, economic/technological, and social/cultural. The timelines must include dates, a title of the identified event, a brief description of the event, and show a cause/effect relationship. A minimum of 7 events per timeline is required. Visual additions are optional.

-Geography: Create a Prezi or similar tool to demonstrate your understanding of the five themes of geography: location, place, movement, region, and human-environment interaction. Include descriptions of each theme and examples (both local and global) of each theme. Be sure to include visuals. The Prezi created should be a tool that could be used to provide direct instruction to students on the five themes of geography.

-Political Science/Civic Literacy: Demonstrate your understanding of the following concepts: the structure and function of the *U.S. Constitution* (including the separation of powers), federalism (different levels of government), and civic action (rights, responsibilities, leadership, and service). Create a visual diagram for the *U.S. Constitution*. Design a table to explain the different levels of government. Describe examples of civic action in your life – be sure to address all parts of civic action: rights, responsibilities, leadership, and service.

-Economics: Create 1-2 pages of a newspaper to demonstrate your understanding of core economic concepts including, but not limited to: wants vs. needs, consumers, producers, exchange, trade, scarcity, supply, demand, work, unemployment, and banks. Be creative and include graphs, charts, news stories, editorials, diagrams, etc. Include a reflection/explanation that describes how the elements of your newspaper relate to and illustrate these core economic concepts. For those of you will be teaching in Iowa, please select Iowa-centric examples.

-Behavioral Sciences: Create a brochure to persuade interested students to select courses in sociology, psychology, and anthropology. Be sure to address the differences between each area of study, contributions of the field to our understanding of the world, examples of research methods used in the field, and a list of topics studied in each area.

- **Lesson Plans in the Content Area – 100 points (20 points per lesson plan)**

You are expected to complete five lesson plans, which will be posted and shared for classmates to view and use in the future in their own classrooms. Each lesson plan will be directly aligned to standards from each of the five core areas defined by the Iowa Core Social Studies Standards and will apply some of the content knowledge gained in this course in the following areas: History, Geography, Economics, Political Science & Civic Literacy, and Behavioral Sciences.

Please note: *All module assignments are due by midnight (12:00AM) the Sunday before the next module begins. This gives each of you one week to complete each module.*

Accommodations Clause:

If you have a disability and will require academic accommodations in this course, please contact your instructor at the beginning of the course or prior to the first official day of class. Accommodations are coordinated by Michelle Laughlin. Jean Hansen may assist as well. Their contact information is listed below:

Michelle Laughlin	Jean Hansen
Director of Student Disability Services	School of Education
(515) 271-1835	Senior Online Instructional Designer
michelle.laughlin@drake.edu	(515) 271-3906
	jean.hansen@drake.edu

Again, please be sure to make arrangements for accommodations prior to the start or at the beginning of the course.

Course Outline

<p>Module I: Exploring Social Studies</p> <p>Learning Objectives:</p> <ul style="list-style-type: none">• Participants will define social studies and understand what is involved in social studies teaching and learning.• Participants will be able to describe the standards created by the National Council for the Social Studies.• Participants will explore the ways in which diversity relates to how and what students learn.	<p>Viewing: Introduction to Elementary Social Studies: Making Your Content Relevant video by BJ VanVleet Module 1 Introduction Video Module 1: Elementary Social Studies: Making Your Content Relevant presentation “Race: The Power of an Illusion” Episode 1 “Race: The Difference Between Us” California Newsreel/PBS</p> <p>Reading: Chapter 1 (3-24) and Chapter 2 (25-42)</p> <p>Activities: Teacher’s Journal – 10 points Introductory Blog Case Study/Blog: “Race: The Difference Between Us”</p>
--	--

Module II: Curriculum and Assessment in Social Studies

Learning Objectives:

- Participants will be able to explain methods for both lesson and unit planning in social studies.
- Participants will be able to explain methods for classroom management in social studies.
- Participants will investigate strategies for integrating social studies and other related disciplines.
- Participants will be able to list and explain strategies for both the formative and summative assessment of student learning in social studies.

Viewing:

View Module 2 Introduction Video

View Curriculum and Assessment in Social Studies presentation

Reading:

Chapter 3 (45-66) and Chapter 4 (67-91)

Activities:

Teacher's Journal – 10 points

Case Study/Blog: CIA Social Studies – 15 points

Module III: Instructional Strategies in Social Studies

Learning Objectives:

- Participants will examine effective instructional strategies, including technology integration, used in social studies teaching and learning.

Instructional strategies include: teacher-centered instruction, learner-centered instruction, blended learning, inquiry-based instruction, critical thinking instruction, differentiation, and cooperative learning and discussion methods.

Viewing:

View Module 3 Introduction Video

View Social Studies Instruction presentation

Reading:

Select **two** chapters to read: Chapter 5 (95-117), Chapter 6 (118-139), Chapter 7 (140-162), Chapter 8 (163-184), Chapter 9 (185-208)

Activities:

Teacher's Journal – 10 points

Case Study/Blog: Effective Methods in Social Studies – 15 points

Module IV: Teaching and Learning in History

Learning Objectives:

- Participants will summarize the purpose of and methods for teaching history.
- Participants will demonstrate an understanding of the content area as described in detail above.
- Participants will utilize strategies for teaching chronological thinking, historical comprehension, and historical analysis.
- Participants will analyze the knowledge and skills that have been identified and defined by the Iowa Core Social Studies Standards in History and apply a subset in a student-centered lesson plan. These standards include:

Link to Social Studies Standards

<https://iowacore.gov/iowa-core/subject/social-studies>

Viewing:

View *Module 4 Introduction Video*

View *Teaching and Learning in History* presentation

View *Living History Farms* video

Reading:

Chapter 12 (pages 255-262) and the Iowa Core Social Studies Standards for K-5 in History.

Activities:

Teaching History Blog – 15 points

Small Group Activity “Unpacking the Standard” – 15 points

Demonstrating Content Knowledge – 20 points

History Lesson Plan – 20 points

*Lesson plan includes the communities in schools/field experience component

Module V: Teaching and Learning in Geography

Learning Objectives:

- Participants will summarize the purpose of and methods for teaching geography.
- Participants will demonstrate an understanding of the content area as described in detail above.
- Participants will utilize strategies for teaching map skills, the themes of geography (location, place, movement, region, and human and environment interaction), and contemporary issues in geography.
- Participants will analyze the knowledge and skills that have been identified and defined by the Iowa Core Social Studies Standards in Geography and apply a subset in a student-centered lesson plan. These standards include:

Link to Social Studies Standards

<https://iowacore.gov/iowa-core/subject/social-studies>

Viewing:

View Module 5 Introduction Video

View Teaching and Learning in Geography presentation

Reading:

Chapter 12 (pages 262-274) and the Iowa Core Social Studies Standards for K-5 in Geography.

Activities:

Geography in the 21st Century Blog – 15 points

Small Group Activity “Unpacking the Standard” – 15 points

Demonstrating Content Knowledge – 20 points

Geography Lesson Plan -20 points

Module VI: Teaching and Learning in Political Science & Civic Literacy

Learning Objectives:

- Participants will summarize the purpose of and methods for teaching civics and government.
- Participants will demonstrate an understanding of the content area as described in detail above.
- Participants will utilize strategies for teaching students our government process, civic ideals, and global citizenship.
- Participants will analyze the knowledge and skills that have been identified and defined by the Iowa Core Social Studies Standards in Civics/Government and apply a subset in a student-centered lesson plan. These standards include:

Link to Social Studies Standards

<https://iowacore.gov/iowa-core/subject/social-studies>

Viewing:

View Module 6 Introduction Video

View Teaching and Learning in Political Science & Civic Literacy presentation

View Iowa Capitol Programs video

Reading:

Chapter 13 (pages 275-284) and the Iowa Core Social Studies Standards for K-5 in Civics/Government.

Activities:

Teaching Civics/Government Blog – 15 points

Small Group Activity “Unpacking the Standard” – 15 points

Demonstrating Content Knowledge – 20 points

Civics/Government Plan – 20 points

*Lesson plan includes the communities in schools component/connecting with an elected official.

Module VII: Teaching and Learning in Economics

Learning Objectives:

- Participants will summarize the purpose of and methods for teaching economics.
- Participants will demonstrate an understanding of the content area as described in detail above.
- Participants will develop strategies to teach students in early grades about money, work, compensation, means of production, services, wants, needs, and supply and demand.
- Participants will analyze the knowledge and skills that have been identified and defined by the Iowa Core Social Studies Standards in Economics and apply a subset in a student-centered lesson plan. These standards include:

*Link to Social Studies Standards

<https://iowacore.gov/iowa-core/subject/social-studies>

*Please note, we are focusing on Economics standards and not Financial Literacy.

Viewing:

View Module 7 Introduction Video

View Teaching and Learning in Economics presentation

Reading:

Chapter 13 (pages 285-290) and the Iowa Core Social Studies Standards for K-5 in Economics.

Activities:

Engaging Students with Economics Blog – 15 points

Small Group Activity “Unpacking the Standard” – 15 points

Demonstrating Content Knowledge – 20 points

Economics Lesson Plan – 20 points

Module VIII: Teaching and Learning in the Behavioral Sciences

Learning Objectives:

- Participants will summarize the purpose of and methods for teaching the behavioral sciences.
- Participants will demonstrate an understanding of the content area as described in detail above.
- Participants will utilize methods for character education, conflict resolution, and leadership education.
- Participants will analyze the knowledge and skills that have been identified and defined by the Iowa Core Social Studies Standards in Behavioral Sciences and apply a subset in a student-centered lesson plan. These standards include:

Link to Social Studies Standards

<https://iowacore.gov/iowa-core/subject/social-studies>

Viewing:

View Module 8 Introduction Video

View Teaching and Learning in Behavioral Sciences presentation

Reading:

Chapter 15 (312-330) and the Iowa Core Social Studies Standards for K-5 in Behavioral Sciences

Activities:

Learning with Each Other Blog – 15 points

Small Group Activity “Unpacking the Standard” – 15 points

Demonstrating Content Knowledge – 20 points

Behavioral Sciences Lesson Plan – 20 points