

Teaching Social Studies in the Elementary Classroom

ELED 4312.002

Fall 2022

Time: 6:35 p.m.-7:55 p.m.

Day: Tuesday

Location: Rm 1200 Lecture Hall, Roy Monk Building, Panola College

Instructor: Bruce Hawkins, M.Ed.

Office: 1305, Roy Monk Building, Panola College

Office Hours: 3:00 p.m.-6:30 p.m. Tuesday

Wednesday by appointment

Other days and times by appointment

Phone: 903-693-2012-office

903-754-4277-cell (texting is better than calling)

Email: brucehawkins@uttyler.edu

(Best way to contact instructor)

Required Text:

Chapin, June R. (2013) Elementary Social Studies, A Practical Guide 8th edition
Upper Saddle, New Jersey:

Course Description:

Study of social studies curriculum, materials, and selected instructional strategies.

Prerequisites: Admission to the School of Education and approval for Phase III

Student Learning Outcomes:

1. Applies a comprehensive knowledge of the social sciences and recognizes the value of the social sciences.
2. Effectively integrates the various social science disciplines
3. Uses knowledge and skills of social studies, defined by the Texas Essential Knowledge and Skills (TEKS), to plan and implement effective curriculum, instructions, assessment, and evaluation.
4. Applies knowledge of significant historical events and developments, as well as of multiple historical interpretations and ideas, in order to facilitate students' understanding of relationships between the past, present, and the future.
5. Applies knowledge of people, places, and environments to facilitate students' understanding of geographic relationships in Texas, the United States, and the world.
6. Explains government and structure of power function.
7. Compares cultures and how they develop and adapt.

Standards Matrix

Topic/Objective	Activities	Assessment (Including performance-based)	Standards Alignment
Analyze and implement EC-6 content TEKS to develop measurable learning objectives	Exploring the Social Studies TEKS and ELA TEKS Lesson Plans Alignment activities TEKS	Presentations Lesson Plans Quizzes	TES: 1(A) (ii) (iii), (B) (i) (ii);3(A) (i),(B) (i) (iii) TEKS: ELPS: 1.C
Applying the structure of social studies purpose, knowledge, skills, and values to effective teaching.	Integrated Social Studies lesson plan (with cooperative group learning).	Lesson plan rubric Class Activities Project Based Learning project	TES: 1(A)(ii)(iii), (B)(i)(ii); 3(A)(i), (B)(i)(iii) TEKS: 113.15, (b)22(b), 23(a)
Applying constructivist approaches to concept acquisition in inductive, deductive, and combination methods.	Explanation, practice, and examples of Social Studies Activities and Assessments Project Based Integration Unit	Teach a mini-lesson from the project Written reflections	TES: 1(A)(ii), (B)(i)(ii); 6(A)(i) TEKS: 113.15(b)23(a)(b)
Plan and perform social studies lessons that apply critical questioning, concept development, professionally addressing controversy and activities that address differentiated instruction.	Practice in class activities, model and explain in class. PBL project	Field trip Written lesson plan based on field trip experience with differentiated instruction in mind	TES: 1(E)(i)(ii), 3(B)(i)(iii) TEKS: 113.15(b)6(a),8(a)(b)

Evaluation and Grading:

1. Performance is assessed through the creation of a portfolio that includes course activities, instructor evaluations, and reflective statements. Class participation, professionalism, and quizzes will also be used for assessment purposes.
2. Actively and enthusiastically participate in class discussions and group activities. You will begin the semester with all points assigned. If I notice repeated tardiness, lack of responsiveness in class, disrespectful attitude, etc., points will be deducted. Instructor will conference with student before these measures are taken.

The grading scale will be based upon the following activities:

- Chapter assignments: 10 @ 50 points each 500
- Book Report: 100 points 100
- Research Paper: 100 points 100
- Project-Based Learning lesson: 100 points 100
- Class Participation Required
- Attendance/Professionalism Required

Total possible points: 800

Grading Scale

Grading is based on your accumulated score as a percent of the total cumulative score possible on the following formula.

$$\frac{\text{Total points you earned}}{\text{Maximum points possible}} \times 100 = \underline{\hspace{1cm}} \% \text{ (Your grade)}$$

800

A=90-100% B=80-89% C=70-79% D=60-69% F=59% & lower

Keep up with your scores for the course through Blackboard’s Student Tools folder (?)

Grades below C for the course does not count toward a certification.

Assignments will be graded and posted within one week of due date.

Teaching Strategies:

The teaching strategies used in this course will be classroom discussions, power point slides, instructor-led activities appropriate for the elementary classroom, and use of literature.. This course will also include cooperative learning groups, in-class and out-of-class activities with emphasis on the TEKS strands and their progression from one grade level to the next, and student presentations. Students will have the opportunity to explore possible teaching

strategies and lessons by participating in hands-on activities and group and individual presentations.

Required Text, Materials/Supplies, and Related Readings:

Chapin, June R. (2013) *Elementary Social Studies, A Practical Guide 8th edition*.

Upper Saddle, New Jersey: Merrill Prentice Hall

ISBN-13:978-0-13-269715

ISBN-10: 0-13-269715-7

A student of this institution is not under any obligation to purchase a textbook from a university affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Bibliography

National Council for the Social Studies, Curriculum Standards for the Social Studies (1994)

Alleman, Janet E. and Arlene M. Brophy., *Excursions K-3 Book One: Powerful Units on Food, Clothing, and Shelter and Book Two: Powerful Units on Communication, Transportation, and Family Living*, Heineman Book.

Course Policies:

Attendance Policy: Attendance is essential. Points are earned on in-class activities. Three absences will result in lowering your final grade by 25 points. More than 3 absences will result in a failing grade. Arriving late or leaving early can also be unprofessional and distracting; therefore, two such events will be counted as an absence. If an absence is expected, contact the instructor as soon as you know you will not be attending class. Do not contact instructor after the class is over. Please refer to the link on Dispositions:

<http://www.uttyler.edu/documents/Dispositions.pdf>

Preparation: Reading assignments are important and enable students to examine beliefs, explore theories, and debate ideas with fellow students and instructor. The assigned materials are to be read before coming to class, allowing you to be prepared to participate fully in the discussions and activities. Pop Quizzes are possible, and the questions will come from classroom discussions, assigned readings, and student presentations.

Participation: It is important that you listen and learn from each other as well as the instructor. Therefore, full and active participation is required as we create a community of learners. You are expected to add depth to discussions at each meeting. Lack of participation gives the appearance of lack of interest and/or preparation. Participation points may also be given during class at the instructor's discretion. Activities cannot be made up if you are absent.

Written Assignments: Teachers must speak and write effectively; therefore, all written assignments must be in good form: check spelling, proofread, and staple pages. Points may be

deducted for inappropriate content and form. Typed work is expected unless otherwise specified. It is generally recommended that students keep photocopies of completed work.

Canvas: Students will access notes, assignments, grades, and course information through Canvas. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Canvas. Students are expected to regularly check Canvas for updates and to download any class handouts. Please refer to <http://www.Canvas.utt Tyler.edu> for more information.

Communication through Email: Email is the best way to communicate with the instructor. Also, it's the best way for the instructor to communicate with students. **If the instructor sends an email to you, please have the professionalism to respond. If the email isn't asking for an action on your part, then replying with an "OK" or "Got it" is appropriate.**

Timeliness: Complete all assignments by the due date listed on the Tentative Course Calendar. All assignments handed in past the due date will result in a deduction of points at the instructor's discretion.

Concerns: Should problems or concerns develop it is your responsibility to solicit help. This is to be done before problems affect your grade—not after.

All borrowed materials must be returned or an "Incomplete" will be reported to the university. If you receive an 'I', please note that it will convert to an "F" in time if the materials are not returned.

**ELED 4312.002: Class Content and Reading Assignments/Due Dates
Tentative Schedule Fall 2022
Tuesday 6:35-7:55 pm**

Date	Class Activity (In Class)	Reminders	Out-Of-Class
8/23 Module 1	Welcome! Introductions 1. Review Syllabus and assignments 2. Draw for book title for book report, due 10/18 3. Explain mid-term research paper, due 9/27 4. Discuss lesson plan writing Chapter 1 PP: The Elementary Social Studies Curriculum	Don't let the book report and research paper sneak up on you!	Write 3-take-aways and personal opinions about each from Chapter 1. Turn in by midnight 8/29. 50 points

<p>8/30 Module 2</p>	<p>Chapter 2: Planning for Social Studies Instruction Chapter 2 PP Class Activity: 1. Examining Social Studies TEKS/Vertical Alignment</p> <ol style="list-style-type: none"> 1. Traditional design LP vs. backward design LP. 2. Draw topic for Chapter 3 assignment 	<p>Remember to use STRONG verbs when writing lesson plans!!</p>	<p>Submit a traditional design and a backward design lesson plan teaching the same social studies TEKS by midnight 9/5. 50 points</p>
<p>9/6 Module 3</p>	<p>Chapter 3: Instructional Strategies Chapter 3 PP Class activity: We will examine various instructional strategies useful in social studies instruction. Draw for topics for Chapter 4 assignment</p>		<p>Submit a lesson plan using an instructional strategy of your choice by midnight 9/12. 50 points</p>
<p>9/13 Module 4</p>	<p>Chapter 4: Using Multiple Assessments to Evaluate Student Learning in the Social Studies. Chapter 4 PP</p>		<p>Submit a brief 1-page paper about the two topics you drew in the previous class. The paper must include 3-5 key points about each topic. Submit by midnight 9/19. Be prepared to present on 9/20. 25 points for paper 25 points for presentation</p>
<p>9/20 Module 5</p>	<p>Chapter 4: Using Assessments...</p> <ol style="list-style-type: none"> 1. Student presentations: Chapter 4 assignment <p>Chapter 10: Reading and Literacies in Social Studies</p> <ol style="list-style-type: none"> 2. Chapter 10 PP 	<p>RESEARCH PAPER DUE NEXT WEEK!</p>	<p>Submit a lesson plan using literature to teach a social studies topic by midnight 9/26. 50 points</p>

	<p>3. In-class activity: Brainstorming session about literacy and social studies</p> <p>4. Create book list</p>		
9/27 Module 6 Mid-Term	<p>Chapter 6: Teaching Controversial Issues in the Elementary Classroom research paper due by midnight. No presentation. In-class activity: Discussion over chapter and AH HA moments.</p>	RESEARCH PAPER DUE!	Submit research paper by midnight 9/27 100 points
10/4 Module 7	<p>Chapter 7: Teaching Geography Chapter 7 PP</p> <p>1. Class brainstorms effective teaching strategies for teaching geography. 1. Class writes a lesson plan together for Armadillo 2. Introduce field trip assignment</p>	Bring something to take notes with to field trip on 10/11	Submit two different activities to teach the same geography TEKS. This isn't a formal lesson plan, but must include materials, time expected to take, etc. Follow rubric. 50 points
10/11 Module 8	1. Field Trip: Texas Country Music Hall of Fame/Tex Ritter Museum (Meet at the entry of the museum)	Bring something to take notes! Book Report due 10/18	Submit a lesson plan based on field trip experience by midnight 10/17. 50 points
10/18 Module 9	<p>Chapter 5: Teaching History Students present book reports using a presentation strategy of their choosing other than reading the report or using PP. A written report is not required.</p>	BOOK REPORT DUE!	Book report presentation 100 points

10/25 Module 10	Chapter 8: Teaching Economics 1. Pop Lesson Planning!		Submit a lesson plan that you could use to teach economics using the Pop activity for ideas by midnight 10/31 50 points
11/1 Module 11	Chapter 9: Teaching for Diversity 1. Diversity activity 2. Chapter 9 PP 3. PBL assignment explanation		Write a one-page report about differentiated instruction. Submit by midnight 11/7 50 points
11/8 Module 12	Discuss elements of PBL, expectations. Establish outline	PBL due 12/6	
11/15 Module 13	Group work: PBL	1. PBL due 12/6	Each student will submit the group's PBL topic (problem) and a rough outline of the project by midnight 11/18. All students will submit the same document. 50 points
11/22	Thanksgiving Holiday	Eat turkey!	
11/29 Module 14	Group work: PBL	1.PBL presentations 12/6	
12/6 Module 15 Final	Present PBL lesson	HAVE A GREAT WINTER BREAK!	PBL presentation 100 points

ASSIGNMENT DETAILS

Presentations: Most assignments will be presented in class on the due date. Presenting these pieces of information is your opportunity to have fun and to show how you can keep your elementary students interested in social studies. Presentations should be at least 10 minutes. Going over 10 minutes is OK.

Reports: If an assignment is for you to write a report, this means for you to write no less than a page that is Calibri font, 12 point, and single spaced.

Research Paper: This is a 3-page paper that will count as your mid-term. More details are below.

3 Take-Away papers: These assignments are meant to be simple in form and not time consuming. It can be as simple as writing the chapter number and title at the top, then saying something like “After reading Chapter ____, I found the following items of interest because _____.” Then, you can use bullet points if you’d like or use a different paragraph for each take-away. Be sure to include your opinion about each take-away.

Lesson Plan Assignments: Anytime an assignment is to write a lesson plan, the UT Tyler School of Education lesson plan form must be used. Every section of the form must be completed, and a STRONG AND APPROPRIATE action verb must be used in the objective. The objective must be correctly written as explained in our class.

Papers: Anytime a paper over a topic is assigned, follow the directions in the assignment. These are meant to be simple papers that shouldn’t take much time. Use Calibri font, 12 point, and single spaced. These papers must be at least one page, but feel free to write more if needed.

Mid Term Chapter 6: Teaching Controversial Issues in the Elementary Classroom: (Mid-Term grade) This is a three-page research paper that gives information about your assigned topic regarding teaching controversial issues. Few restrictions other than three pages at 12-point font, single spaced, Calibri typeface. Citing resources is required, but not in a formal way. Instead, use quotations with “according to” or “stated _____ in the March 2020 issue of _____ magazine.” Sources must include the textbook plus at least one other outside source. More sources are acceptable. Students will turn in paper by the due time and date. No presentation of your paper is assigned.

Activities: When the assignment is to write out an activity or activities, a lesson plan isn’t expected. However, what you submit should reflect that you have put thought into the assignment. Your submission should include grade level, TEKS, a description of the activity, steps students will take doing the activity, and materials needed for the activity. The more details, the better.

Field Trip: This will be during normal class time at the Texas Country Music Hall of Fame/Tex Ritter Museum in Carthage. Everyone, including Mr. Hawkins, will meet in the gift shop of the museum located at the front entrance. Once everyone is present, we will begin the tour. This is a self-guided museum, but expect to spend most, if not all, of the class time there. The assignment is to write a lesson plan as if you were taking your elementary students to the museum. The plan can be for a lesson you will teach before

taking the students to the museum, or the plan can be for a lesson you will do after the field trip. I suggest taking notes during your tour on this night so you can build upon that for your lesson plan. Students used their phones last semester, and that worked out very well for them.

Book Report: Presentation method is up to the student, but it must be something other than reading a written report. An interactive activity, creative drama, art activity, etc., are all ideas to make this book report outstanding. Any way to present your book report other than by paper-written method or power point will be acceptable. If in your presentation something needs to be projected for clarification, a picture needs to be shown, or something very short; then the computer can be used. Power Point may be used for a small portion of the presentation for the previously mentioned purposes. Whatever method you choose, the following must be included:

- Summary
- Setting
- Historical Context
- Main characters (in detail)
- Lesson plan (complete with all elements and on a separate sheet of paper from the book report)

Main ideas, characters, etc., should be embellished in a creative way. In other words, do not read from something. Know your report!

PBL Topic and Rough Outline: This will be discussed in the class that it is assigned. The instructor will give expectations at that time.

Project-Based Learning lesson: (Group Project): Students will work together to present a Project Based Learning lesson. Presentation should be about 1 hour, each student must have a part in the presentation, and a written lesson plan must be turned in to the instructor during class. Students will be given a rubric prior to the beginning of assignment that will include further expectations for grading. Be prepared for a question-and-answer session after the presentation. This is considered as your final.

RUBRICS WILL BE USED TO GRADE EVERY ASSIGNMENT. A RUBRIC FOR EACH ASSIGNMENT CAN BE FOUND IN CANVAS.

