



The Learning Tree Professional Development Network, LLC
Course Syllabus

Course Title: Teaching Social Studies (K-8)

Credits: 3 credits

Class Type: Accelerated Fully Online

Participants taking this course for PDPs are required to complete ONE discussion board post, ONE written response, and a modified (to a lesser degree) final assignment in order to earn a Massachusetts Department of Elementary and Secondary Education approved certificate.

Participants taking this course for CEUs are required to complete ONE discussion board post, ONE written response, and a written reflection on an educator's professional accomplishment and growth resulting from participation in the course.

CATALOG DESCRIPTION:

This course focuses on effectively teaching social studies to diverse populations of students in grades K-8. Participants will learn to teach the content area of social studies at the elementary and middle school levels through the development of students' critical thinking and literacy practices, focusing on their understanding of the world around them and their role in it. This course will emphasize teaching social studies through the curriculum mapping, creation of meaningful lessons, cooperative learning, critical thinking, interdisciplinary projects, and the assessment process. Participants will learn to implement the inquiry process, involving asking questions, conducting investigations, analyzing primary and secondary sources, developing arguments or opinions, and communicating conclusions. Course Prerequisites: none

LEARNING OUTCOMES:

1. Discuss, evaluate, and interpret a variety of theories on teaching social studies
2. Interpret and apply essential content knowledge of the key concepts and generalizations appropriate for teaching social studies.
3. Incorporate the components of and be able to apply skills, strategies, interventions and modifications to the teaching of social studies, including literacy and critical thinking skills.
4. Identify, plan, and design social studies instruction based on students' needs, developmental progress, learning styles and prior knowledge.
5. Evaluate the various tools (i.e., maps, graphs, primary sources, etc.) and technologies for organizing, analyzing, and interpreting social studies information

6. Implement knowledge of teaching social studies by designing, planning, and implementing the assessment of student learning in social studies

TEACHING/LEARNING ACTIVITIES:

Video clips, PowerPoints, readings, graphic organizers, teaching tools, sample lessons, classroom discussion, lecture, etc. will all be implemented to demonstrate concepts.

REQUIRED & RECOMMENDED READINGS:

Checkley, K. (2008). Bringing the Curriculum to Life Through Instruction and Assessment. In *Priorities in Practice: The Essentials of Social Studies, Grades K–8*(p. Ch 3). Alexandria, VA: ASCD.

Engels, K. (2017 November). *The Story of Us*. Educational Leadership, 75. Pgs. 38-42.

Ogle, D., Klemp, R., & McBride, B. (2007). Reading Social Studies Texts. In *Building Literacy in Social Studies*. Alexandria, VA: ASCD.

EVALUATION METHODS:

1. **One Page Response Journals:** Participants will be given required articles to read. Participants should write a one page response to each article. Participants should respond to the article, not summarize it. How does it affect you as an educator? How can you implement this in your own educational setting? Would you want to implement it? These should be one page, double-spaced written responses due.

One Page Response Journals Rubric (Online Response Journal Rubric)

Article Content has been incorporated: journal response is mindful of article's content (25 pts)

Reflection: journal response demonstrates participant's reaction to the article's content (25 pts)

Course Concepts have been integrated: journal response is reflective of course content (25 pts)

Journal Requirements have been met: journal response is a minimum of one page (25 pts)

2. **Online Discussions:** Participants are asked to discuss assignments. These discussions can include **meaningful** questions, stories, examples, concerns, ideas, etc. To get full credit for these discussions, a participant must post a response, question, story, etc. at least once during the assigned week.

Online Discussions Rubric (Discussion Board Rubric)

Discussion Content: discussion post is reflective of assignment week's topic AND discussion post contributes meaningfully to the discussion and participant learning (50 pts)

Discussion Requirements: discussion post is a response, question, story, or reflection to assigned week's topic AND participant posted at least one post to assigned week's discussion board (50 pts)

3. **Final Assignment/Social Studies Lesson Plan:** Participants are to design an interdisciplinary unit for the content areas of literacy and Social Studies, including one lesson plan. The participant is expected to include strategies and research discussed in class. This assignment is due at the close of the course/end of week 6. Participant lesson plans will include the following:

Final Assignment Required Elements

- Content Standard(s) (2 pts)
 - Social Studies
 - Literacy (Reading and/or Writing)
- Grade Level (2 pts)
- Lesson Objectives (6 pts)
 - Social Studies

- o Literacy (Reading and/or Writing)
- Essential Question(s) (5 pts)
- Scope & Sequence of Unit (30 pts)
- Lesson Plan for one activity/day/block (40 pts)
- Differentiation (5 pts)
- Assessment (10 pts)

Recommended Elements

- Inclusion of any worksheets, texts, graphic organizers, etc.

TESTING AND GRADING:

- 40% Written assignments (one page response journals)
- 40% Active participation in online discussions
- 20% Final assignment (Interdisciplinary Unit)

Grading Scale-Graduate:

A 94-100 (4.0); A- 90-93 (3.7); B+ 87-89 (3.3); B 84-86 (3.0); B- 80-83 (2.7); C+ 77-79 (2.3); C 74-76 (2.0); C- 70-73 (1.7); F 69 or below (0.0)

ADA Policy

If you as a student qualify as a person with a disability as defined in Chapter 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), you are strongly encouraged to register through the accrediting affiliated college or university. As a student, it is your responsibility to present your accommodation letter to your instructor at the beginning of each semester.

Academic Integrity Statement

Students are required to abide by the *Academic Integrity Policy*.

By taking this course, students agree that all required assignments may be subject to submission for "similarity review" to Turnitin.com, a tool intended to not just detect instances of plagiarism, but to prevent it as well. The tool is intended to help students identify passages that are unoriginal, incorrectly cited, or lacking appropriate source information. Submitted assignments may also be archived in the Turnitin.com database for the purpose of checking for possible future instances of plagiarism, additional similarity searches, and other educational purposes at the discretion of the instructor. For more information, please review the Privacy and Security guide at Turnitin.com.

Course Credit Guidelines

For a graduate three credit course, students are expected to receive a minimum of 135 hours of instruction and work outside of the class by the conclusion of the course.

6 Week online course - This course is a 3-credit course, which means that students are expected to do at least 22.5 hours of course-related work each week of the 6-week term. This includes work done completing assigned readings, studying for test and examinations, preparing written assignments, and other course-related tasks.

Students must review the Academic Calendar published by the Registrar's Office online at:

<http://www.endicott.edu/Undergrad/Academic-Calendar.aspx>

Class attendance is expected of all students up to and including the last day of scheduled classes in the semester. Students must plan accordingly.

TOPICAL TIMELINE:

Week One:

- Review syllabus.
- Social Studies learning standards
- Curriculum mapping
- Vertical alignment

Assignments

Discussion Board.

Week Two:

- Integrating literacy in Social Studies

Required Readings

Ogle, D., Klemp, R., & McBride, B. (2007). Reading Social Studies Texts. In *Building Literacy in Social Studies*. Alexandria, VA: ASCD.

Assignments

One page written response.

Week Three:

- Primary and secondary sources in Social Studies

Assignments

Discussion Board.

Week Four:

- Interdisciplinary projects in Social Studies

Required Readings

Engels, K. (2017 November). *The Story of Us*. Educational Leadership, 75. Pgs. 38-42.

Assignments

One page written response.

Week Five:

- Project-Based Learning in Social Studies

Required Readings

Checkley, K. (2008). Bringing the Curriculum to Life Through Instruction and Assessment. In *Priorities in Practice: The Essentials of Social Studies, Grades K–8*(p. Ch 3). Alexandria, VA: ASCD.

Assignments

One page written response.

Week Six:

- Assessment in Social Studies

Assignments

TOPICAL OUTLINE

Instructional Activity	Description of Activity	Time Spent
<p>Week One:</p> <ul style="list-style-type: none"> ● Review syllabus. ● Social Studies learning standards ● Curriculum mapping ● Vertical alignment <p>Assignments Discussion Board.</p>	<p>Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*</p>	<p>22.5</p>
<p>Week Two:</p> <ul style="list-style-type: none"> ● Integrating literacy in Social Studies <p>Required Readings Ogle, D., Klemp, R., & McBride, B. (2007). Reading Social Studies Texts. In <i>Building Literacy in Social Studies</i>. Alexandria, VA: ASCD.</p> <p>Assignments One page written response.</p>	<p>Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*</p>	<p>22.5</p>
<p>Week Three:</p> <ul style="list-style-type: none"> ● Primary and secondary sources in Social Studies <p>Assignments Discussion Board.</p>	<p>Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*</p>	<p>22.5</p>
<p>Week Four:</p> <ul style="list-style-type: none"> ● Interdisciplinary projects in Social Studies <p>Required Readings Engels, K. (2017 November). <i>The Story of Us</i>. Educational Leadership, 75. Pgs. 38-42.</p> <p>Assignments One page written response.</p>	<p>Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*</p>	<p>22.5</p>
<p>Week Five:</p> <ul style="list-style-type: none"> ● Project-Based Learning in Social Studies <p>Required Readings Checkley, K. (2008). Bringing the Curriculum to Life Through Instruction and Assessment. In <i>Priorities in Practice: The Essentials of Social Studies, Grades K–8</i>(p. Ch 3). Alexandria, VA: ASCD.</p>	<p>Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*</p>	<p>22.5</p>

Assignments One page written response.		
Week Six: <ul style="list-style-type: none"> ● Assessment in Social Studies Assignments Final Assignment: Unit Plan	Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*	22.5
	*hrs are estimates	Total: 135 hours

* Syllabus is subject to change.