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Course Description:
Prospective elementary teachers will explore a variety of strategies for providing students with standards-based learning experiences in history, geography, economics and political science including current events. A strong emphasis is placed on students’ ability to plan, model, and reflect upon their teaching. Prerequisite courses: EDU 150 and EDU 311 and 312

Course Outcomes:

1. The ability to identify, explain, compare, contrast and debate the merits of the various standards (state and federal) that inform and guide social studies education.
2. An understanding of how educational philosophy guides practice.
3. The ability to clearly articulate a personal educational philosophy relevant to social studies education.
4. The ability to theorize as to why community members hold certain beliefs and expectations for a social studies education.
5. The ability to employ technology that enhances teaching and learning.
6. The ability to design and develop meaningful lessons in the social studies, present these lessons to the class, and accept and consider peer and instructor feedback.
7. An understanding of the various ways in which the social studies can be taught and learned outside of the classroom and the role that the teacher plays in facilitating this kind of learning.
8. An ability to help students make meaning of off-site educational experiences in the social studies.

Course Requirements:

1. Actively and intelligently engage in class discussions. This includes participating in thoughtful reflection and assessment designed to help all of us as educators.
2. Develop two lessons that incorporate the use of technology and that are designed to demonstrate your personal philosophy of a social studies education.
3. Develop your philosophy of a social studies education.
4. Design and demonstrate a game or learning center to be used in the social studies.
5. Research and develop a plan for a field trip to a facility that can be incorporated into the social studies classroom.
6. Evaluate an elementary level (K-6) social studies textbook.
7. Present a current or historical event to the class which includes either technology or a visual aid.
8. Complete the required in-class and out-of-class assignments.
9. Attend all classes, arriving on time and staying for the duration of the class.
10. Ask questions.
11. Challenge yourself and your peers in a diplomatic and professional manner.

Attendance Policy:
Your attendance at all class meetings is expected and a vital part of the learning process. If vacations, athletic activities, professional duties, medical appointments, or any other conflicts prevent you from fully attending all classes, you are strongly encouraged to take this course during another semester. If an illness or emergency occurs during the semester, you are responsible for contacting the course instructor to make up work missed. Due to the interactive nature of this course, however, there will be assignments that you will not be able to make up if you are absent.

Late Submission of Assignments:
Assignments are to be submitted to the instructor on the due date to receive full credit for the work. The grade on late assignments will be lowered by one full letter grade for each day they are late except in the case of documented medical excuses. If you are having difficulty completing an assignment, please make an appointment to meet with your professor.

Honor Philosophy:
The formal honor philosophy adopted by Cedar Crest College as outlined in the college course catalogue and student handbook is strictly followed in this class. Appropriate classroom behavior, the generation of original work, proper citation of sources consulted and used, the creation and maintenance of a courteous, respectful classroom environment, and a classroom free from distractions is implicit in the CCC honor philosophy.

The Cedar Crest College Student Guide includes the following under Honor Philosophy, Community Standards for Academic Conduct, Classroom Protocol:
Appropriate classroom behavior is implicit in the Cedar Crest Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behavior that might disrupt instruction and/or compromise students’ access to their Cedar Crest College education.

**Use of cell phones, pagers, a Blackberry, etc. is restricted during class. Please turn devices on vibrate during class. They may be on due to the e-Campus emergency system.**

Plagiarism:
Plagiarism is regarded as a failure to comply with the college honor code. If it is determined that a student has used the work of another person and has not cited that person in APA style as the source of the idea(s), a grade of zero will be earned for that paper.
Class Cancellations:
In the rare event that I must cancel an individual class, every effort will be made to notify students via e-mail of the cancellation. FERPA regulations prevent me from communicating with students via any e-mail address other than a CCC address. Make sure that your CCC e-mail address is active and check it often.

Students with Disabilities:
Students with disabilities who wish to request accommodations should contact the Advising Center.

Final Exam Policy:
Your obligations for this course include attendance at the final exam.

Required Text:

Required Course Assignments and Assessments:
This Day in History or Current Event Presentation 10 points
Integrated Lesson Plan Grade Level K-3 50 points
Lesson Plan Grade Level 4-6 50 points
Philosophy of Social Studies Instruction Paper 40 points
Presentation of Lesson (Mid-Term) 100 points
Plan a Social Studies-Related Field Trip Project 50 points
Textbook Evaluation 50 points
Social Studies Review Game/Learning Center Project (Final) 100 points
Education Department Professionalism Rubric 50 points
Tests 2 @ 50 points each 100 points

*NOTE: Any assignments that include documentation of sources, students are required to use APA style.*

**This Day in History or Current Event Presentation** 10 points
The student will give a brief (no longer than 5 minutes) oral presentation to inform the class of an event in the past or present that had in impact on our nation or the world. Research an event from the past on the date of your presentation or something happening now. The presentation should include some type of visual (picture, video clip, newspaper clipping, etc.). Your due date will be determined by draw during the first class. (See rubric)

**Philosophy of Social Studies Instruction** 40 points
Develop your philosophy of social studies instruction. It should include your ideas of learning, teaching to promote learning, your motivation for teaching, and how you will apply your ideals to social studies instruction. Comment on your ideas for professional development, also. Please use no larger than a 12 point font, double-space your work, and use the APA style. Mechanics will be graded as well (See rubric).
Written Lesson Plans  
2 @ 50 points each
Submit two lesson plans. One plan should be for the lower elementary level (K-3) and one for the upper elementary level (4-6). The K-3 plan should integrate at least one other subject area (e.g. S.S. and art, S.S. and music, etc.). One of these two lessons will be presented to the class (See rubric). *Note-These must be original lesson plans. You may not reuse lessons from a previous CCC course or field experience, doing so may result in a grade of 0 for this assignment.

Teaching Presentation  
100 points
Choose one of your written lesson plans and teach it to the class as your mid-term project. You will have fifteen minutes to present this lesson. You will be graded by your peers and the professor (See rubric).

Plan a Field Trip Project  
50 points
The student will plan a social studies-related field trip for their “class”. Research a museum, historical site, etc. and plan a trip with your students. You may need to interview a teacher to help with the cost analysis (chartering a school bus). You must include the standards related to this trip (to justify it to your administrator). You will also write a letter to your students’ parent(s) to inform them of all the particulars of this trip (See rubric).

Textbook Evaluation  
50 points
This assignment is detailed in a separate handout. The rubric is included in the handout.

Game/Learning Center Presentation  
100 points
Design a game or learning center to be used with the social studies elementary curriculum. You must create the game, write the directions, and demonstrate it to the class. A group of peers will play the game in class. You will be given fifteen minutes to present the game. All materials must be here for the presentation. This will be your final exam. You will be evaluated by your classmates and the professor (See rubric).

FINAL GRADE SCALE:
600-567 points= A
566-543 points= A-
542-519 points= B+
518-495 points= B*
494-477 points= B-
476-453 points= C+
452-429 points= C
428-405 points= C-
404-381 points= D+
380-357 points= D
Below 357 = F  * Note Education majors must receive a final grade of B or higher in this course.
*Class Schedule:*

*Subject to change as necessary*

**Tuesday, January 20**
Course introduction and overview  
Review of syllabus  
Review assignments and rubrics  
Coat of Arms Activity  
Draw names for Current Event/Day in History Present.  
*Assignment: Research current event/day in history; Read Chapter 1; Go to [www.pde.state.pa.us/](http://www.pde.state.pa.us/) . Click on Academic Standards. Review Civics and Government, Economics, Geography, and History. Be prepared to discuss textbook and standards on Tuesday.*

**Thursday, January 22**
Current Event Presentations  
Class Discussion Chapter 1  
Questions on assignments  
Demonstrate a lesson plan.  
Review lesson plan rubric.  
*Assignment: Read Chapter 2-3.*

**Tuesday, January 27**
Current Event Presentations  
Review PA Social Studies Standards.  
Class Discussion Ch. 2-3  
Questions on assignments  
*Assignment: Read Chapters 10-11.*

**Thursday, January 29**
Current Event Presentations (if needed)  
Class Discussion Chapters 10-11  
Discuss sample lessons in text.  
Verbs handout- stress measurable outcomes  
*Assignment: Read Chapter 12*

**Tuesday, February 3**
Class Discussion Chapter 12  
Traditional vs. Alternative Assessment  
Measurement Tools  
*Assignment: Read Chapter 4 (Chapter 5 may be helpful when writing your lesson plans, also)*

**Thursday, February 5**
Show Schoolhouse Rock clips (Hint: possible use for Lessons)  
Active Learning  
TEST 1- Chapters 1-3 and 10-12  
*Assignment: Two Written Lesson Plans due Read Chapter 5*
Tuesday, February 10th
Collect Written Lesson Plans
Class Discussion Chapter 4
Approaches to Instruction
Demonstrate sample Learning Center/Game.
Address questions concerning assignments.

Thursday, February 12th
Field Trip to Cressman Library Curriculum Center (meet there)
Explain ‘Scope and Sequence’ in Teacher’s Manuals and textbook review kits.

Tuesday, February 17th
Return graded lesson plans.
Select order for Lesson Plan Presentations.
Class discussion Chapter 5
Demonstrate content vocabulary game—“Save the Pig”.
Demonstrate “Around the World” for Social Studies.

Thursday, February 19th
Holiday theme day
Handout packets with patriotic themed activities.
Make and Take craft

Tuesday, February 24th
Lesson Plan presentations

Thursday, February 26th
Lesson Plan presentations

Tuesday, March 3rd
Lesson Plan presentations

Thursday, March 5th
Lesson Plan presentations
Philosophies due 03/17

Tuesday, March 10th
SPRING BREAK!!

Thursday, March 12th
SPRING BREAK!!

Tuesday, March 17th
Lesson Plan Presentations
Collect Philosophies.

Thursday, March 19th
Lesson Plan Presentations
Assignment: Read Chapter 6

Tuesday, March 24th
Class Discussion Chapter 6 Teaching Approaches For Discovery Concept Formation, Creative and Critical Thinking
Assignment: Textbook Evaluations due
Thursday, March 26th
Collect Textbook Evaluations
Discuss findings of textbook assignment
Review of assessments- Cooperative Learning Activity on Assessment
Assignment: Read Chapter 7

Tuesday, March 31st
Class Discussion Chapter 7 Teaching S.S. Skills
Establishing relationships and working with others
Conflict Resolution
Maps vs. Globes
Time
Assignment: Read Chapter 8

Thursday, April 2nd
Class Discussion Chapter 8 Planning for Diversity
Minorities and Schooling
Gender Equity
Exceptionality
Assignment: Field Trip project due
Assignment: Read Chapter 9

Tuesday, April 7th
Collect Field Trip projects
Each student will give a brief description of their site
Class Discussion Chapter 9—S.S. for Limited Proficient Learners
Problems for these Learners
Successful approaches

Thursday, April 9th
Children’s Literature Presentation
Internet Resources Day
Useful websites for teaching the social studies
Reliable vs. Unreliable sources

Tuesday, April 14th
Test #2 Chapters 4-5 and 6-9
Learning Center/Game Presentations

Thursday, April 16th
Learning Center/Game Presentations

Tuesday, April 21st
Learning Center/Game Presentations

Thursday, April 23rd
Learning Center/Game Presentations

Tuesday, April 28th
Learning Center/Game Presentations

Thursday, April 30th
Learning Center/Game Presentations
Professionalism Rubrics
Course Evaluations