

Augsburg College Department Syllabus

Spring WEC2009, 6:00-

10:00pm on Apr. 3, 17, 24, May 8 in TBA

Course /Instructor Information

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Office hours: Monday 11-1:30, Wed. 12-1, Fri. 5-6 and Sat. 12-1 (WEC) and by appt.

EED 370 K-6 Social Studies Methods

Prerequisites: PPST and admission to the Education Department

Catalogue description: Kindergarten, Elementary Curriculum: Social Studies, Thematic Studies, (.5 course)

Examination and preparation of materials for social studies and thematic teaching at the kindergarten and elementary levels. The social science disciplines will be explored. Service Learning will be used as a teaching strategy. Primary sources learning experiences with people and in the community will be an important part of the learning. Students will be assigned to a Base Group. Base Groups will use inquiry strategies to develop engaging learning opportunities for children.

Required text:

Nystrom, *Map Champs*

St. Martin's Table: have lunch/coffee, and /or buy something for your classroom

Augsburg College Education Department Mission Statement

The Augsburg College Education Department commits itself to developing future educational leaders who foster student learning by being knowledgeable in their fields, being capable in pedagogy, valuing learning, thinking critically, nurturing self esteem, embracing diversity, and being ethical in their practice.

Mission Themes (MT) assessed in this course:

Being competent in Elementary Social Studies' pedagogy

Minnesota Standards of Effective Practice for Beginning Teachers

The following Standards are learned and assessed in this course:

Standard 1: Subject Matter. A teacher must understand the central concepts and tools of inquiry and structures of the discipline taught and be able to create learning experiences that make these aspects of subject matter meaningful for students.

Standard 2. Student Learning. A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social and personal development.

Standard 3. Diverse Learners A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. 3P. bring multiple perspectives to the

discussion of subject matter, including attention to a student's personal, family and community experiences and cultural norms;

Standard 4. Instructional Strategies. A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving and performance skills.

Standard 5. Learning Environment. A teacher must be able to use an understanding of group and individual motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning and self-motivation.

Standard 6. Communication. A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7. Planning in Instruction. A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, community, and curriculum goals.

Standard 8. Assessment. A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the student.

Standard 9. Reflection and Professional Development. A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth.

Standard 10 Collaboration, Ethics, and Relationships. A teacher must be able to communicate and interact with parents or guardians, families, school colleagues and the community to support student learning and well being.

4. Course Objectives aligned with MN Standards of Effective Practice:

1. Students will be able to define interdisciplinary and thematic teaching, and understand the interdisciplinary nature of Social Studies (9D)
2. Students will be able to adapt an interdisciplinary lesson that is multicultural, gender and disability fair in its content, using technology resources. (1J, 2E, 3K, 4G, 5N)
3. Students will use alternative assessment techniques, critical thinking, problem solving approaches, inquiry, cooperative learning, the community as a resource, technology, and include families.
4. Students will learn about ways to implement Service Learning (10D)
5. Students will learn about Cooperative Learning through their participation in a Base Group. (2E)
6. Students will experience and evaluate a variety of resources, such as: resource speakers, community field trips, artifacts, print, online and others. (1G, 4G, 9D)
7. Students will analyze and present information using technology (6K)

Technology Requirements:

- Regular access of the Moodle course website
- Use the digital still camera to capture a set of images.
- Share digital field trip examples

- Use the Internet to access resources for assignments

5. Assessment/Assignment Descriptions

Assignment 1:

Attendance/Participation/Leadership (25 pts)

Each class

On time, regular attendance, respectful involvement, helping the class to learn, preparation each class,

Base Group participation: involved in discussions, helpful. collaborative

Assignment 2:

Weekly assignments (25pts) (Each week, attach your weekly assignment on Moodle, label it and include your name on the file name.

Week 1: Introduce yourself; Week 2: your Me Bag; Week 3: Choose one of the activities; Week 4: Choose what you would like to present to our class

Week 1: Moodle: Please introduce yourself to our class. Which “groups” do you currently belong to? In the past? Which Minnesota city is important to you and why?

Week 2: Me Bag- Culture Bag/Box, My ID about YOU 10pts

Class

2

Bring things that represent you to introduce yourself to your Augsburg class. Use this to introduce yourself to your elementary classroom too Consider the Social Science disciplines when gathering artifacts and information. Include information about your heritage. Use a map when presenting this.

Moodle: summarize your “me” bag experience . Self assessment completed for Gretchen and turned in Class 3.

Week 3: Choose one from this list of 4, or suggest your own idea:

1. Classroom Teacher interview about Social Studies

Learn about the Social Studies curriculum in a K-6 elementary classroom of your choice:

District, grade level

*basal text? (publisher, year, grade/level) How is the text used?

*are themes/units used? List topics

*materials that are available in the classroom related to Social Studies

*Is Service-Learning as a teaching philosophy used

*other comments about Social Studies

Since there are no required school hours for this course, please ask these questions of a teacher you know and/or with whom you have worked.

Post the results of this interview on Moodle.

OR

2. Flat Stanley: Send an image of yourself (one you draw, a photo etc) to someone from a different community. Ask the person to take “you” every place they go that week, and

then send a report about your experiences with them. Create the message you will send to the person, include their response and reflect about your learning through this activity. Could you use this with children? If so, what some of the factors you would need to consider/plan for? (Check out the book Flat Stanley for the specifics) Post results on Moodle
OR

3. Field trip: Take yourself on a community field trip related to the Social Studies content. Summarize your learning and give links to further information. (Eg: Mill City Museum), If you took your class, what would you need to prepare students for this experience? Post results on Moodle
OR

4. Interview a senior citizen (65+) to learn about how life has changed for the children today compared with their lives as children. Include the place they lived, the time frame they are talking about and some of the memories they have. What are their ideas for today's children? If you invited this person to your classroom to speak to your students, how would you prepare this person? What would you suggest she/he bring? Post results on Moodle.
OR

Suggest an activity you have found/seen/etc. (send Gretchen an email with the idea)

Week 4: Present your learning-Choose something from class or during class that you would like to share with us. Post on Moodle.
Each person needs to read all Moodle posts.

Assignment 3:

Resource File Folder for Social Studies 15 pts Due Class 4

(file can be electronic, or both hard copy and electronic)

Table of Contents

Social Studies standards (elem) from a district

Social Studies textbook: list 3 positives and several negatives about using this textbook

Create a 9x11 poster related to SS for your classroom.

1 article of interest from Social Studies and the Young Learner (available at library) copied and highlighted/with comments

Technology: effective use of technology integrated into learning environment

Include all resources that you have collected from and during this class.

Digital resources such as: www.ncss.org

Assignment 4: due Class 4

Base Groups will each complete one assignment.

Service Learning (35pts) Create a lesson/activity that is interdisciplinary using a Social Studies standard you receive in class

Develop one lesson plan, and all materials for students (ready to use)

Suggestions of additional resources related to this topic such as:

- Lesson/activity/Learning Center related to standard

- Family idea for continuing learning at home
- Location for a field trip in the metro area
- Helpful online resources
- Digital field trip
- Resource speaker/s

Attach this assignment in Moodle so that classmates share with all of us.
This will be given to a Minneapolis Public Schools teacher.

Required for course completion, but no points:

Final exam

after last class

5 Questions will be emailed to you after our last class (short answer). Examples of possible questions:

Why is elementary Social Studies important?

Where does the content come from?

Describe teaching strategies that you deem effective for using with Elementary students in Social Studies.

Your own comments...

Course Summary completed by you and due Class 4

Total class points: 100

7. Grading System/Scale:

Each assignment will be evaluated using a 1-4 criteria:

1. Assignment did not meet the criteria and needs to be redone.
2. Assignment met the criteria minimally.
3. Assignment met the criteria very well with one exception.
4. Assignment met the criteria very well.

The following qualities are important in any assignment:

- well written: the assignment was written with college level skill
- directions: the directions for the assignment were completely followed
- on time: the assignment was handed in at the beginning of the required class
- neat and tidy: the papers and/or pieces are put together using a staple, paper clip or container.
Formatting and printing are carefully done. Appearance is important.
- evidence of problem solving/critical thinking: in your own writing and/or in what you ask of students

All assignments are assigned point values so that they can be graded. The following percentages will earn these grades:

4.0 -95

3.5- 90

3.0 -85

2.5 -80

2.0 -75

Students, I look forward to our learning experiences together during this class. Our goal: learning about the most effective ways to learn Social Studies' content. The Minnesota Social Studies Standards as used in the Minneapolis schools will be reviewed and used to plan curriculum. Each of us will contribute to the learning. Emphasis on building relationships, creating a *community of learners*, the use of the surrounding community and inspiring critical thinking and the use of resources will be very evident in this class. It will be enjoyable learning. Before class, look at current events and analyze which would be of interest and appropriate for K-6 students to investigate. Think about current technologies that are a part of our culture. How can they best be used to motivate and inspire learning? Find your own district's elementary Social Studies standards. No "service learning" hours are required for this class. GKI

