

## Augsburg College Department Syllabus

Spring 2004

### Course /Instructor Information

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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 learn about a variety of communities.

### Required text:

Nystrom, *Map Champs*

St. Martin's Table: One teacher resource book of your choice.

Minnesota History Center- \$3.00 lesson

### 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 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. d

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. d

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. d

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 design a thematic, interdisciplinary unit 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 Blackboard course website
- Use the digital still camera to capture a set of images.
- Make a presentation with Power Point.
- Use the Internet to access resources for assignments

**5. Assessments by Standards Summary Grid**

<b>Assessment Tool Standards</b>	<b>Activities</b>	<b>Program</b>
Rubric	Culture Box (ME bag)	4H, 3O, 3P
Rubric	Discussion Board	5P
Checklist	Final /Reflection online	
Rubric	<i>Social Studies and the Young Learner-readings</i>	
Checklist	Service Learning classroom Classroom teaching	7H
Checklist	Portfolio	
Checklist	Social Science disciplines	

Checklist/rubric 3O, 3P, 8G	Interdisciplinary Presentation Global research	1G, 1J, 2E, 4D, 4H, 7A, 7F,
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## 6. Assessment/Assignment Descriptions

### **Attendance/Participation/Leadership (15pts) Each class**

On time, regular attendance, respectful involvement, helping the class to learn, preparation each class, online information assigned weekly

### **Me Bag- Culture Bag/Box about YOU 5pts Jan. 21**

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.

### **Discussion Board 5pts Weekly by Tues.**

**Jan. 21-current events about "Education"**

**Jan. 28 suggest ways to use the Augsburg neighborhood to learn SS**

**Feb. 4-Compare newspaper and online news**

**Feb. 11-Suggest a way you would use the History Center**

**Feb. 18-Recommend 5 websites for teachers of SS**

### **Base Group Work (individual topics assigned) Jan. 28**

#### **Social Science Discipline 10pts**

Learn about that area using a textbook, online information, and/or other resources.

Make a *handout*, one page, which teaches about your discipline:

- a clear definition of your discipline
- major concepts which need to be learned by students
- methods of inquiry that researchers in the field use to collect data
- suggestions for ways students in an elementary classroom might learn about your area

Make 16 copies for class.

Plan and facilitate a whole class activity related to your SS discipline.

## **How will you assess learning of social studies content?**

- Classroom work/ Teaching**      15pts      Portfolio
1. Learn about the Social Studies curriculum in a classroom where you are this semester:
    - \*basal text? (publisher, year, grade/level) What do you think of it?
    - \*are themes/units used? List topics
    - \*materials that are available in the classroom
  2. Use your “ME” bag to introduce yourself to your class at school.
  3. Interview a student to learn: home country, language spoken at home, social groups belongs to, jobs family members have,

## **Interdisciplinary Unit (20pts)**

**Feb. 25**

1. Topic (concept, place, problem)
2. Grade level/s- (primary K-2 or Intermediate 3-5)
3. Planning web
4. Major concepts
5. Standards
6. Introduction/anticipatory set (create interest in the topic)
7. Sequence of learning lessons/activities (for one week)
8. Celebration of learning
9. Assessment/evaluation
10. Materials
11. Extensions
12. Connection with families
13. Suggestions for individual needs
14. Use of technology
15. Resources used to plan this unit
16. Teacher reflection

List teacher resources that you used to prepare the unit:

Must use the journal “Social Studies and the Young Learner”

And a variety of online resources

Create a 5 minute presentation presenting content about your topic.

**Whole class work 5points**

Service Learning: We will support the planning/running of the Peace Prize Festival Thursday, February 19 at Augsburg  
(The above will be further planned during the semester)

**Choice assignment for 10pts**

Portfolio

Attend a community event related to Social Studies  
Suggest Martin Luther King presentation Jan. 19 at 1:00 (chapel)  
Create a one page poster announcing your learning.

**Course Portfolio-(10pts)****March 10**

Sections:

1. Table of contents (include electronic items)
2. Classes- represent your learning for each class
3. Content in this discipline
4. Resources
5. Class reflection
6. Electronic folder in your augnet space

**Final exam (5pts)**

Feb. 26

Available online during the final week of class. Questions about the main topics in class.

**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 or 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

## **EED 370 Social Studies, Thematic Studies      Spring 2005**

**Schedule of topics      Assignments due for the class are listed under the topics      Read the newspaper/online news throughout this course as an important source of Social Studies' content.**

**A Class Meeting will begin each class.**

Jan. 14      Learning Centers then debrief  
Time capsule-assessment of prior knowledge  
Introductions to each other and the course  
Prior experiences with social studies KWL  
Create Classroom Agreement

Social studies standards NCSS-look at website  
Interdisciplinary planning/instruction  
Curriculum models: widening horizons, spiral  
Social Studies” basal textbooks  
Related literature- “Talking Walls”

Jan. 21 ME bags  
Social Science discipline: Geography  
Model assignment for next week  
Field trip: St. Martin’s Table  
Resource speaker there

**DUE: Me Bag**

**Review websites: NCSS, class/blackboard  
Discussion Board-current events related to Ed.**

**Jan. 28 Social Science discipline reports**

Search Institute: Asset Building Model  
Curriculum: Inquiry, problem solving

**DUE: Social Science assignment**

**Search Institute website review  
Discussion Board-use of the neighborhood**

Feb. 4 Class meets at the Minnesota History Center  
As a class, visit the A-Z exhibit  
Time on your own to visit other exhibits  
3:00 Class in the Education wing: “They Came to Minnesota”  
4:00 Reflect as a group about the experience

**DUE: Compare using a newspaper and online news  
on the Discussion Board**

Feb. 11 The New Americans presentation  
Erin Doan, Twin Cities Public Television  
Will facilitate a discussion after the screening

**DUE: review tpt.org**

**Discussion Board-As a teacher, how will you use MGC**

Feb. 18 Service Learning as a teaching strategy  
Search the National Service Learning website  
Using the newspaper for Social Studies learning  
Global games



**DUE: bring item for a MN A-Z timeline**  
**Discussion Board-Recommend 5 websites**

Feb. 25 Present your unit to the class  
Prepare 1 electronic image  
2:30-4:30 ArtsConnect technology workshop

**Due: Unit**

**FINAL exam after last class.**

**PORTFOLIO DUE March 10**