I. COURSE DESCRIPTION

This course is designed to acquaint prospective elementary school teachers with techniques, procedures, and materials used in teaching of social studies. An attempt will be made to interpret learning theories as applied to actual classroom situations. Current affairs will be discussed in an effort to broaden students’ perspectives in treating problems and controversial issues. Pre-clinical experiences are required (20 clock hours).

II. RATIONALE AND OBJECTIVES

The purpose of this course is intertwined with the mission of South Carolina State University in that it will help students to become better prepared to meet the challenges of our ever changing diverse society. Citizen participation in public life is essential to the health of our society. Teachers must be able to plan and implement effective social studies programs to prepare young people who can identify, understand, and solve problems of our increasingly diverse and interdependent world. Effective teaching is possible when the teacher has a thorough knowledge of pedagogy and content, and knows how to use both in planning curriculum and carrying out instructional activities. Also, the purpose of this course is intertwined with the mission of South Carolina State University in that it will help students to become better prepared to meet the challenges of our ever changing diverse society.
This course fully embraces the theme of the School of Education, “The Professional Educator as an Effective Performer, Reflective Decision Maker, and Humanistic Practitioner.” Further, content and methods utilized in this course are designed to assist, encourage, and facilitate pre-service teachers in building a repertoire of pedagogical skills and strengthen the knowledge base which will assist them in becoming reflective decision-makers, effective performers, and humanistic practitioners.

Following are learning objectives in three areas – knowledge, skills, and dispositions

- Knowledge - Upon completion of this course the learner will be able to:

  1. provide a brief historical sketch of social studies in American schools and outline the main features of curriculum for social studies education.

  2. identify and describe substantive and process knowledge of enduring value and to give examples of discipline-based questions, study guides, and learning activities for social studies.

  3. describe the diversity that characterizes k-8 students and the world beyond the classroom in the 21st Century.

  4. describe guidelines and strategies for including topics of public concern, current affairs, controversial issues, and special events to engage students in social studies.

  5. describe planning guidelines and present formats and examples of plans for teaching.

  6. describe and employ guidelines and strategies for providing individualized instruction that enhances each student’s learning.

  7. implement guidelines and strategies for whole group and small group learning activities.

  8. describe principles, procedures, and teaching strategies for integrating language arts into the social studies.

  9. employ principles and strategies for identifying, evaluating, and using instructional resources to improve teaching and learning.

  10. employ guidelines, strategies, and activities for developing the concepts and skills essential to the effective use of globes and maps.

  11. discuss and give examples of guidelines and teaching strategies for developing conceptual components, modes, processes, and skills essential to productive thinking.
12. describe social studies teaching and learning strategies and activities that will develop students’ creativity.

13. identify affective elements and strategies for developing them.

14. utilize and procedures for evaluating cognitive, psychomotor, and affective outcomes of instruction.

15. list and describe 10 principles that are essential to becoming an effective social studies teacher

- **Skills** - Candidates will, through hands-on activities and productions, develop skills required to perform the above mentioned objectives. See required activities and evaluative criteria.

- **Dispositions** - Candidates will demonstrate through the completion of assigned learning activities, a commitment to: 1) presenting accurate content; 2) plan lessons for diverse learning styles; 3) to acquaint themselves with research and best practices; 4) self-evaluation and reflection; 5) becoming problem solvers and critical thinkers; and 6) becoming effective performers.

**C. Relationship of Course to Program Goals and Professional Organizations**

**INTASC:**

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

2. The understanding of how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

3. The teacher understands how students differ in their approach to learning and creates instructional opportunities that are adapted to diverse learners.

4. The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

SOCIAL STUDIES (NCATE)

2d. Candidates know, understand and use the major concepts and modes of inquiry from the social studies-- the integrated study of history, geography, and the social sciences, and related areas-- to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

TECHNOLOGY (ISTE):

II. Teachers plan and design effective learning environments and experiences supported by technology

III. Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.

SOUTH CAROLINA STANDARDS - ADEPT: Assisting, Developing and Evaluation Professional Teaching.

ADEPT Performance Standards

PDS 1: Long-Range Planning
PDS 2: Short-Range Planning of Instruction
PDS 3: Short-Range Planning, Development, and Use of Assessments
PDS 4: Establishing and Maintaining High Expectations for Learners
PDS 5: Using Instructional Strategies to Facilitate Learning
PDS 6: Providing Content for Learners
PDS 7: Monitoring and Enhancing Learning
PDS 8: Maintaining an Environment That Promotes Learning
PDS 9: Managing the Classroom
PDS 10: Fulfilling Professional Responsibilities beyond the Classroom
### Relationship of Course Objectives to Program Goals and Professional Organizations

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provides the candidate with opportunities to observe, create lessons, micro-teach, and conduct self-evaluation of related teacher competencies as studied in this course.

### III. COURSE COMPETENCIES

This course fully embraces the theme of the School of Education, “The Professional Educator as an Effective Performer, Reflective Decision Maker, and Humanistic Practitioner.” Further, content and methods utilized in this course are designed to assist, encourage, and facilitate pre-service teachers in building a repertoire of pedagogical skills and strengthen the knowledge base which will assist them in becoming reflective decision-makers, effective performers, and humanistic practitioners. Outlined below are knowledge, skills and dispositions which students are expected to demonstrate upon completion of this course. It is designed to prepare students for related sections of PRAXIS II.

### IV. EXPECTED MEASURABLE OUTCOMES

This course, Social Studies for the Elementary School Teacher, develops effective performers who will be able to demonstrate the ability to systematically utilize knowledge of concepts, structures, and methods in teaching social studies in the elementary and middle school classrooms. They will also be able to demonstrate knowledge of various approaches to teaching about topics of public concern, current affairs, controversial, and special events, such as multicultural education; gender
equity; law-related education; and current affairs. Additionally, they will be able to demonstrate the ability to appropriately employ dimensions of planning for social studies instruction including lesson and unit building, meeting individual needs, thinking, cooperative learning, and evaluation and assessing student learning, including the use of portfolios.

- The candidates will be “reflective decision makers”. The candidate will be able to make decisions pertaining to the planning, implementation, and evaluation of instruction based on his own classroom experiences with learners, research, and best practices. S/he will be able to use self-assessment, and student assessment results and feedback in making instructional decisions.

- Candidates will demonstrate attributes of the “humanistic educator” S/he will demonstrate respect for differences among learners, the belief that all students can learn, and that all children are worthy of respect, by providing for individual differences in learning styles, ability levels, interests, and demographic characteristics.

V. OUTLINE OF COURSE CONTENT

This course is designed to prepare students to become effective social studies teachers capable of teaching PK-6 grade students the content knowledge, skills, and civic values necessary for fulfilling the responsibilities of citizenship in 21st Century American society. In part one, candidate will engage in a fairly in-depth study of key concepts, structures, and methods pertaining to teaching social studies in the elementary and middle school classroom. In part two, attention is given to the study of approaches to topics of public concern, current affairs, controversial, and special events, such as multicultural education; gender equity; law-related education; and current affairs. Also, considerable attention is devoted to the various dimensions of planning for social studies instruction, including lesson and unit building, meeting individual needs, fostering reading communication and map skills, integrating civic values and creative thinking, cooperative learning, and evaluation and assessing student learning, including the use of portfolios. Finally, the teacher candidate is provided the responsibility of reflection and self-evaluation regarding his/her preparedness to teach.

The pre-clinical experience component of this course

Chapter 1: The Elementary Social Studies Curriculum
Chapter 2: Planning for Social Studies Instruction
Chapter 3: Instructional Strategies
Chapter 4: Using Multiple Assessments to Evaluate Students’ Learning in the Social Studies
Chapter 5: Aiding our Students to Interpret History
Chapter 6: Teaching Geography and Economics
Chapter 7: Teaching Civic Education
VI. LIBRARY ASSIGNMENTS / PRE-STEP

The following learning activities have been designed to assist students in acquiring and demonstrating, through their performance, the major concepts, skills, and values which this course is designed to teach.

Pre-STEP – Twenty (20) clock hours of observation/participation. Observe the teaching of different social studies lessons; and, also, participate by assisting an elementary social studies teacher in performing related activities. Complete the activities below:


Activity # 2 - Observations of Teaching Methods and Materials. Observe the teaching of at least two social studies lessons (or other subjects) and answer the following questions for each lesson:

a. What was the grade level?
b. What was the title of the lesson?
c. What were the objective(s), SC standards, and major concepts taught?
d. What teaching methods were used?
e. How were the needs of diverse learners addressed in terms of learning styles, rate of learning, interests, and socio-economic backgrounds?
f. What resources were utilized, i.e. print, non-print and technological?
g. What assessment procedures were used?
h. Was the lesson both interesting and challenging?
i. Explain what you enjoyed most about the lesson.
j. Would change anything about the lesson? Why?
k. Examine the dimensions of ADEPT. Explain how this lesson addressed Performance Standards.

Due Date:

2. Curriculum Project

Examine the South Carolina Curriculum Standards for the Social Studies for grade level you are preparing to teach and answer the following questions in three-five type-written pages.

a. How many standards are there for each grade?
b. Develop a topic outline for each grade of the elementary or early childhood level.
c. List five (5) purposes served by the “indicators.”

d. Discuss three to four uses of sample classroom activities.

3. HANDS-ON-ACTIVITIES

You will be required to develop individual and/or group projects with every topic of study. Some of the activities will be initiated in the classroom but will require additional time to completion at home. **Due: As Required**

You may wish to assemble a portfolio of your graded projects completed for this class. Include materials developed during Pre-STEP activity. Remember to add your best products to your

VII. OTHER COURSE REQUIREMENTS

The following general structural considerations are important for good course management and practice of professional behaviors and dispositions:

1. Class attendance is very important and is therefore required. You are expected to be on time and prepared for each class session. Bring text materials and writing tools each class period.

2. This class requires hands-on participation, Class participation will be considered in computing your final grade. Completion of reading assignments will be essential for active, meaningful, class participation.

3. All assignments are to be word-processed, printed on 8 1/2 x 11” paper in font size 12 and doubled spaced with one-inch margins.

Teacher Education Portfolio.

VIII. METHODS OF EVALUATION AND GRADING SCALE

A. Method of Evaluation. Activities will be converted to the following points for grading purposes:

1. Pre-STEP 10%
2. Curriculum Project 10%
3. Hands-on Activities (10 products) 30%
4. Tests 40%
5. Class participation 10%
B. Grading Scale. The following is the scale for SCSU:

90-100=A
80-89= B
79-70=C
60-69=D
0-59= F

VIII. References


Partin, R.L (1998). The Prentice Hall directory of online social studies resources: one of the most valuable social studies web sites, electronic mailing lists & news groups. Paramus, NJ: Prentice Hall.


PLEASE SEE TEXT FOR INTERNET RESOURCES.