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EDU 497.R02: Teaching Elementary Social Studies

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University of Montana
Department of Curriculum and Instruction

Teaching Elementary Social Studies
M/W 9:30-10:50
Remote Instruction

Instructor: Dr. Matthew Schertz

Email: matthew.schertz@umontana.edu

Office: Educ 304

Phone: 243-2163

Office Hours: Please email me to set up Zoom Meetings

Course Description:

This course is designed to help prepare you to be an engaging social studies teacher who encourages elementary students to become active and inquisitive social scientists. Although social studies encompasses a wide range of disciplines which separately require a variety of skills and knowledge, with thoughtful planning and appealing lessons you can make the theoretical richness of history, sociology, geography, anthropology, economics and political science come alive in your classroom community. During our sessions we will experiment with a variety of approaches to the teaching of social studies and engage in theoretical and practical discussions of implementation.

We will begin the course by reflecting on our own experiences as students of social studies while simultaneously critiquing some traditional approaches to teaching the discipline. We will then discuss cultural universals, which will provide a conceptual framework for studying anthropology and history. We will also engage in primary source analysis, interpret artifacts, and examine archival photographs. Following this we will address fundamental issues of geography and work on mapping skills. Towards the conclusion of the class we will focus on facilitating deliberative democracy in our classrooms by studying the Philosophy for Children program.

Course Objectives

- 1) Understand and apply social science research to elementary curricula.**
- 2) Engage in methods of inquiry utilized by social scientists.**
- 3) Utilize primary source materials within the classroom.**
- 4) Contribute to an online database of social science research.**
- 5) Design, write and assess a variety of social science lessons.**
- 6) Learn how to facilitate communities of inquiry in elementary school classrooms.**

Required Texts:

All the readings for this class can be found on moodle.

Course Requirements

Requirements include class attendance, active participation in discussions, and the completion of all readings, assignments and papers. All work must be completed by the due dates.

Assignments/Assessments	Total Possible Points	Due Date
1) Class Participation	60 pts	Continuous
2) Tribe PP (potential partnered assignment)	60 pts	See Moodle Page
3) Spatial Thinking Analysis (potential partnered assignment)	60 pts	See Moodle Page
4) Lesson Plan/Teaching Analysis (potential partnered assignment)	60 pts	See Moodle Page
Total Possible Points for Course:	240 pts	

TOTAL POINT GRADE CONVERSION

A 240-223

A- 222-218

B+ 217-213

B 212-199

B- 198-194

C+ 193-189

C 188-175

C- 174-170

D 169-146

F 146- 0

Grading Policy

Please note that I expect well-written work. Please edit your work and have a capable peer read it over before handing it in. All assignments must be handed in at the beginning of class or posted before class begins as indicated in the calendar. **Barring extreme circumstances, I will not accept late work.**

A work is thought provoking, analytical, original, exceeds my expectations and is written in clear, compelling prose.

B work indicates enduring understanding of the assignment and has a minimal amount of prose issues.

C work indicates that you understand the assignment but have neglected to spend the necessary time or effort to explore it in a thorough and carefully planned manner. Sloppy prose.

D work indicates a complete lack of effort throughout the assignment.

F work is even worse.

Academic Integrity Policy for this class:

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://ww.umt.edu/SA/VPSA/index.cfm/page/1321>.

I expect all graded work that is handed in this semester to be wholly completed by you and/or your partner. If one partner ends up doing the vast majority of the assignment, I reserve the right to apply different grades to both parties.

Do not copy lessons off the internet from other sources. It is important for you to think through the process of lesson planning.

If you utilize information that was created by someone else-the anthropological archive and image database come to mind-you must cite the source of the material using either APA, Chicago or the MLA format.

Campus Safety and Emergency Procedures

[Campus safety](#) is of the utmost importance at the University of Montana and the Phyllis J. Washington College of Education and Human Sciences. *Emergencies are rare*, but if one should arise during class, everyone will need to work together. Be aware of your surroundings and familiar with some basic safety and security concepts. Emergency procedures will be discussed during the first class of each semester or session. Above all, remember to dial 911 to report all emergencies.

Emergency procedures are posted in every classroom. Should a building evacuation become necessary, know the evacuation route, the location of the nearest fire extinguisher and the location of the nearest area of refuge. (Areas of refuge are located at the elevator doors on the second and third floors.) Please notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency situation.

[UM's emergency notification system](#) notifies the campus community of emergencies by sending subscribers a text or email. Sign up for notifications through Cyberbear.

Please report suspicious activity by calling 911 or (406) 243-4000. [An online form is also available](#). You may elect to remain anonymous when making a report. [Active shooter preparedness](#) requires that we develop a survival mindset. [UM recommends the “Run, Lock, Fight”](#) response for an [active shooter](#) incident.

RUN

- Quickly assess your situation.
- Leave your belongings behind.
- Keep your hands visible for law enforcement.

HIDE

- Hide in an area out of the shooter’s view.
- Block entry to your hiding place and lock the doors.
- Silence your cell phone and/or pager.

FIGHT

- As a last resort and only when your life is in imminent danger.
- Attempt to incapacitate the shooter.
- Act with physical aggression and throw items at the active shooter.

Finally, stay current with campus safety information by following [UM’s Police Department](#) on Twitter @UMPublicSafety.

Professional Behavior Expectations:

The Teacher Education Faculty at The University of Montana expects teacher candidates to value learning and demonstrate exemplary professional behavior, both in class and during field work. Teacher candidates missing more than three Zoom sessions (excused or unexcused) do not meet these professional behavior expectations and will not qualify for placement in the field component of this course. Teacher candidates with a D or below at the end of our intensive class sessions will not qualify for a placement in the field component of this course.

NEED HELP?

All students face obstacles that may interfere with academic success. I want you to succeed and will do my best to help you meet the standards of our course despite problems that may arise. However, you must talk with me in a timely way. If issues or concerns arise then please email me or come see me during my office hours.

Students with disabilities will receive reasonable accommodations for this course. To request course modifications, please contact me as soon as possible. I will work with you and Disability Services in the accommodation process. For more information, visit the

[Disability Services website](#) or call 406.243.2243 (Voice/Text).

Graduate Credit

All graduate students must complete a graduate increment for this course. The graduate increment for the block will involve participating in a research seminar attended by all graduate students and led on a rotating basis by participating block faculty. The seminar will meet five times during the semester. Exact meeting dates and time are TBA. For one of these seminars, you will be responsible for selecting a research article from a list of selected research journals, developing five discussion questions, disseminating the research article and questions to seminar participants and leading the seminar.

GRADED ASSIGNMENTS:

Class Participation and Attendance: 60 points

Class participation and attendance are important elements of the course grade, and you cannot participate if you are absent. Therefore, you are expected to attend every Zoom class unless a compelling reason requires that you not attend. Poor attendance, **defined as missing more than two class sessions, will lower your participation grade by 15 points per excessive absence.** This applies to everyone. Only family emergencies, medical emergencies (such as COVID symptoms) and religious holidays will be excused. Make sure that you arrive on time to class. Arrival after attendance has been taken may be recorded as an absence.

Because this is a remote class, you are required to participate during our zoom sessions. It is difficult to assess your participation if you put up a black screen. You are allowed to black out your screen for up to 10 minutes during a single zoom session for any reason. For the rest of the session, you need to be on the live video feed. If you experience a bandwidth issue or have any other concerns regarding your video feed please email me.

Your participation grade will be determined by the quality of the contributions you make to classroom dialogue and your willingness to engage in social studies activities. In regards to class discussions, thoughtful responses, intriguing questions, and comments which build upon the existing conversation are all traits of good dialogue. Attempting to control the dialogue, engaging in badgering and/or focusing on the quantification of contributions negatively impacts the dialogical experience. Interrupting the flow of a conversation with questions/comments that don't address the topic at hand can also hinder the dialogical experience. Sleeping, chatting with a neighbor, staring listlessly, texting in class, ignoring class in favor of other work and watching the clock are all indications that you aren't present in class. In addition to participating in discussions, active engagement in the performance of social studies lesson plans is critical to

becoming a good pedagogue. Read the readings for the assigned due date. Ignoring the readings will impact your participation grade. Come prepared to work and have fun. I like to see inquisitiveness, enthusiasm and humor in my classes.

I reserve the right to administer simple comprehension- based pop quizzes to ensure that readings have been completed. Failing a pop quiz will negatively impact your participation grade.

Tribe Presentation (partnered assignment): 60 points

Each of you will contribute to an online database of anthropological research which will allow everyone in the class to learn specific content that they can use in their classrooms. Using the cultural universal questions we will explore in class, research a Native American Tribe. Then create a digital presentation that can be adapted for use in the classroom. Your digital presentation should examine the specific cultural information in a visually rich, compelling format. You should include links, maps, pictures, drawings etc. when presenting the world of the people you are studying. You can include references in the notes for each slide or include a final slide with a list of references. Post your PP in the assignment folder for grading and in the forum so your peers can have access to it

Point breakdown for anthropology assignment:

You address the cultural universal questions with sufficient detail in your notes. Up to 10 points.

You accurately depict your tribe throughout the assignment. Your slides depict images and provide information that is specific to your tribe. Up to 10 points

Your PP is visually rich and aesthetically pleasing. The images are clear and the text is balanced. Your writing is clear, Your PP projects well on a large screen. Up to 10 points.

You take full advantage of the digital world by utilizing a variety of links, maps, pictures, drawings etc. in your PP. Up to 10 Points.

You include references for each slide. You can use APA, Chicago or MLA to cite your references. Your references depict a wide range of source, from websites to books. At least 2 are not from the online world. Up to 10 points

You go online and view the PPs of your classmates. Comment and provide constructive feedback on 10 peer PPs. Up to 10 points

Spatial Thinking Analysis (partnered assignment): 60 points

Using the “Modes of Spatial Thinking” as a conceptual guide, you and a partner will analyze a geographic location. You can choose a relatively large location, like a state, or a smaller local such as a city, town, national park, bay, island, river delta, etc.

For this assignment you will create a spatial analysis of the location in question. You must include map(s) of the location along with a response to the spatial thinking skills questions. Ignore questions 1 and 8. Answer all the other questions. You can create a KMZ file to complete this assignment or you can create a slideshow.

When I assess your work I will be checking to make sure that you have really thought about the space you are analyzing. Make sure to answer the questions. One common mistake made on this assignment is that students write an answer that goes off on a tangent that has nothing to do with the question. Each question is worth roughly 5 points. The “exceptions” question is a bonus question worth 5 points. Answer the questions as accurately and thoroughly as possible.

Lesson Plan/Teaching Analysis (may be partnered): 60 pts.

Each of you teach a Social Studies lesson plan and teach it either via Zoom to peers or in schools. For this assignment you submit your lesson plan and also a thoughtful analysis of the whole experience. While each of you will be individually responsible for teaching a separate recorded social studies lesson via Zoom, some of you will undoubtedly plan your lessons and reflect on those lessons together. If you submit this as a partnered assignment make sure that you address both of the lessons when analyzing student work and during the reflection

Your lesson plan and analysis should include the following

- 1) Individual lesson plan(s) which clearly indicate(s) outcomes or learning targets, is aligned with MCPS and/or NCSS standards, utilizes a method of social science we have discussed in class, lucidly describes a step by step plan for running the class, and details a means of assessing outcomes or learning targets. (15 points)
- 2) Teach your lesson either in schools or via Zoom. Include 3 samples of student work. Provide a written evaluation of the assessment process. Did you initiate a pre/post test? Why or why not? Were the learning targets met in the three examples provided? Were these representative of the class? Discuss why these examples were chosen. What can we learn from them? Would a different instructional strategy or assessment process have been appropriate for any of the three students? (15 points)
- 3) A reflection piece wherein you process various aspects of the lesson(s).
 - a. Reflect upon the” lesson plan observation form” when completing this section of the assignment. Using your partner/mentor’s comments and your own judgments regarding lesson preparation and execution, identify strengths and areas in need of improvement. (15 points)
 - b. Describe your original plans to utilize a social science methodology during the lesson. What curricular materials did you use? How did you ensure that your lesson was both content rich and allowed children to experience a social science?

If you taught a unit or chapter in a text, what other lessons plan ideas might you come up with? How could you provide access to distinct social science disciplines when using a textbook? (15 points)