EDU 370   Social Studies Teaching Methods   Winter 2010
Class: Four Credits - Tuesday & Thursday 12 – 1:50 pm

Instructors: Mary Skerik and James Skerik
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Email jskerik@northland.edu        Hours: 11 – 12 Tuesday and Thursday
mskerik@northland.edu


Recommended Reading: The Quality School by William Glasser, M.D.
Childhood and Nature by David Sobel, Stenhouse Publishers, 2008
Teach Like A Champion by Doug Lemov, Jossey-Bass, 2010

Recommended Professional Organizations and Publications:
National Council for the Social Studies http://www.socialstudies.org/
Wisconsin Council for the Social Studies http://www.wcss-wi.org/
American Studies Association http://www.theasa.net/
The American Historical Review http://www.indiana.edu/~ahrweb/
American Quarterly http://www.americanquarterly.org/
American Sociological Association http://www.asanet.org/
Society for Applied Sociology http://www.appliedsoc.org/
Teaching Resources and Innovations Library for Sociology (TRAILS) See ASA website for details.

Recommended Website:
Wisconsin Dept. of Public Instruction – Social Studies standards
http://www.dpi.state.wi.us/standards/ssintro.html

Course Goal: To help pre-service teachers develop appropriate tools, tactics, and strategies for teaching social studies at the elementary, middle, or high school levels. Information provided, skills taught, and experiences shared will serve to build confidence in beginning teachers.

Course Objectives: By the end of this course, pre-service teachers will be able to:

1. Create cohesive unit and lesson plans which incorporate good, effective social studies practice.
2. Identify and appraise social studies materials, web resources, and other resources and incorporate these into unit and lesson plans.
3. Form effective strategies for policies, procedures, and assessments in the social studies classroom.
4. Understand the role of national and state standards for social studies instruction; issues related to curriculum alignment - pro and con.
5. Explore personal, family, community resources, technologies, and professional organizations available to enhance elementary social studies.
6. Develop a portfolio of your own work, theories, philosophies, and artifacts pertaining to the Wisconsin teaching standards (minimum of two).
7. Demonstrate an understanding of students with special needs and will adapt lessons to meet the unique needs of diverse learners.
Teaching Standards Addressed in this course:

**Standard 3 – Diversity**

**Criteria:** Teachers understand that children learn differently. The teacher understands how students differ in their approaches to learning and the barriers to learning. The teacher can adapt instruction to meet the diverse needs of students including those with disabilities and exceptionalities.

**Assessment:** Design lesson plans that indicate awareness of individual needs; use a variety of resources to support work with diverse pupils.

**Standard 4 – Instructional Strategies**

**Criteria:** Teachers know how to teach. The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage student development of critical thinking, problem solving, and performance skills.

**Assessment:** Students will design a virtual field trip for a social studies unit.

**Standard 7 – Planning**

**Criteria:** Teachers are able to plan different kinds of lessons. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Assessment:** Students will create a semester plan for a social studies course. The plan will include five daily lesson plans using the lesson plan template and will indicate adaptations made for students with diverse needs.

**Grading and Evaluation:**

25% Discussions; participation in online assignments and postings; periodic meetings with instructor
20% Social studies curriculum development project
25% games/simulations/interdisciplinary project created for a topic or unit related to social studies; presentations; virtual field trips
30% Classroom field experience - Required by DPI for initial license (20 hours elem; 40 hour secondary)

**Accommodations:**

If you require any academic or medical accommodations, you must contact Patti Fenner-Leino, Disabilities Coordinator, at 682-1340 or Ponzio Room 206.

**Assessment Scale in Percentages:**

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<th>Grade</th>
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<tr>
<td>A</td>
<td>100-93</td>
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<tr>
<td>A-</td>
<td>92-90</td>
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<tr>
<td>B+</td>
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<td>66-60</td>
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Expectations and course ethics:

This is a pre-professional course. It is expected that people conduct themselves in a professional manner. Please be aware of due dates. Notify us by phone or email if you will be absent. Please read the assigned readings for each class so that we can have productive discussions. Due to concerns for privacy and confidentiality, please do not bring recording devices, cell phones, etc. to class. If you use other people’s work, give them credit. Any missed assignments must be made up. All coursework must be turned in by the last class period in the spring. An incomplete will only be considered in the most extraordinary circumstances, and on an individual basis.

COMMUNICATION
Privacy regulations prohibit sending grades via email. If you wish to discuss a grade, please see us in our office. We normally answer emails daily. We try to respond within twenty-four hours. If you require a more immediate response, or you have an emergency, please phone us or leave a message on our answering machine. A distribution list will be created. You will be contacted if we need to cancel class due to weather, illness, or other emergency.
NOTE- The instructor reserves the right to modify the course syllabus and calendar as necessary.