EDUC 508U – Instruction and Assessment in Elementary Social Studies
Summer 2022: 3 credit hours

Course Description
Description: In-depth examination of fundamental social studies concepts and subject-specific pedagogy, focusing on history, geography, economics, and civics. Course content emphasizes instructional design and integrates state and national standards, project-based learning approaches, curriculum integration strategies, content area literacy, and current research.

General Course Information
CRN: 30392
Class Sessions: Monday/Wednesday, 4:20-6:50 pm   *Location:*   North Court, 105

Instructor Information
Instructor:	Dr. Patricia Stohr-Hunt	*Email:*	pstohrhu@richmond.edu
Office:	North Court, 309	*Telephone:*	(804) 289-8432 (office)
Office Hours:	Monday-Thursday, 3:00-4:00 pm		(804) 690-2696 (cell)

Other hours by appointment. Meetings can be in person or on Zoom.

Course Materials
The following textbook is required for class.

Kopp, K. (2017). Teaching social studies today; 2nd edition. Shell Educational Publishing.

There are also two books required for the literature circle project, one piece of historical fiction and one nonfiction companion text. These titles will be assigned on the first day of class. Please note that audio books are **NOT** appropriate for this requirement, as books will be annotated and read aloud in class.

Course readings and links to videos can be found on the course blog at:
https://blog.richmond.edu/elemsocialstudies/
Additional resources for you to explore can found at: https://sites.google.com/site/urelemsocial/

Introduction
Social studies crosses disciplinary boundaries. Its content is anchored by themes, generalizations, and concepts drawn from the foundational disciplines, supplemented by ideas drawn from the arts, sciences, and humanities; from current events and local examples; and from students' own experiences. Social studies provides opportunities for students to read and study text materials, appreciate art and literature, communicate orally and in writing, make observations and take measurements, develop and display data, and conduct inquiry and synthesize findings using knowledge and skills taught in multiple school subjects.[1] Viewing social studies through this lens, this course will be your guide to developing instruction that will enhance the skills of preK-6 students in critical thinking and problem solving, collaboration, communication, and creativity, through inquiry in social studies.

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[1] From *Expectations of Excellence: Curriculum Standards for Social Studies*, by the Task Force of the National Council for the Social Studies, 1994.

**Note – In order to distinguish between you (college students) and the children you will one day teach (elementary students), you will be hereafter referred to in this syllabus as <u>candidates</u>.

Competencies
By design and as a result of successfully completing this course, candidates are working towards meeting the licensure competencies outlined below.
- The use of differentiated instruction and flexible groupings to meet the needs of learners at different stages of development, abilities, and achievement;
- The ability to integrate English, mathematics, science, health, history and social sciences, art, music, drama, movement, and technology in learning experiences;
- Demonstrate the ability to facilitate student research and related skills such as accessing information, evaluating the validity of sources, citing sources, and synthesizing information.
- Understanding of the *Virginia Standards of Learning for Digital Learning Integration* and the ability to use technology as a tool for teaching, learning, research, and communication;
- Understanding of the knowledge, skills, and processes of history and the social sciences disciplines as defined in *Virginia's Early Learning and Development Standards (ELDS), Birth-Five Learning Guidelines* and the *Virginia Standards of Learning* and how the standards provide the necessary foundation for teaching history and social sciences, including in:
  (a) History.
     (i) The contributions of ancient civilizations to modern social and political institutions;
     (ii) Major events in Virginia history from 1607 to the present;
     (iii) Key individuals, documents, and events in United States history; and
     (iv) The evolution of America's constitutional republic and its ideas, institutions, and practices.
  (b) Geography.
     (i) The use of maps and other geographic representations, tools, and technologies to acquire, process, and report information;
     (ii) The relationship between human activity and the physical environment in the community and the world; and
     (iii) Physical processes that shape the surface of the earth.
  (c) Civics.
     (i) The privileges and responsibilities of good citizenship and the importance of the rule of law for the protection of individual rights;
     (ii) The process of making laws in the United States and the fundamental ideals and principles of a republican form of government;
     (iii) The understanding that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by basic principles of a republican form of government and a common identity as Americans; and
     (iv) Local government and civics instruction specific to Virginia.
  (d) Economics.
     (i) The basic economic principles that underlie the United States market economy;
     (ii) The role of the individual and how economic decisions are made in the market place; and
     (iii) The role of government in the structure of the United States economy.
- Understanding of the nature of history and social sciences and how the study of the disciplines assists students in developing historical thinking, geographical analysis, economic decision-making, and responsible citizenship by:
  (a) Using artifacts and primary and secondary sources to understand events in history;

(b) Using geographic skills to explain the interaction of people, places, and events to support an understanding of events in history;

(c) Using charts, graphs, and pictures to determine characteristics of people, places, and events in history;

(d) Asking appropriate questions and summarizing points to answer a question;

(e) Comparing and contrasting people, places, and events in history;

(f) Recognizing direct cause and effect relationships in history;

(g) Explaining connections across time and place;

(h) Using a decision-making model to identify costs and benefits of a specific choice made;

(i) Practicing good citizenship skills and respect for rules and laws, and participating in classroom activities; and

(j) Developing fluency in content vocabulary and comprehension of verbal, written, and visual sources.

Pedagogical Framework

This course will be taught using a variety of instructional models, each designed to help you develop a deep understanding of the topics of study and improve your critical-thinking abilities. These strategies are all grounded in cognitive learning theory and are based on the premise that students learn more when they are active participants in class than when they listen passively to teachers.

Technology is an important tool in this course. It is used for communication, collaboration, delivery of instruction, and development of assignments. Course resources are made available and files are exchanged in UR Blogs, Box, and Google drive.

To be successful in this course, you should expect to devote an average of 10-14 hours each week to preparing for class, participating in class sessions, studying course related materials, and completing course assignments.

Professionalism

As a part of your preparation for becoming a teacher, you are expected to meet the professionalism standards outlined below and in the Professional Behaviors and Dispositions form.
In this course you are expected to:

• Approach each class session and your work with curiosity, flexibility, patience, and care.

• Show respect for others.

• Arrive on time and participate fully in every class session.

• Contribute to class discussions in both small and whole group settings, ask questions, and actively engage with your classmates.

• Know due dates for work and turn assignments in on time.

• Communicate in a timely manner with your professor.

Attendance and Related Information

Attendance

It is the position of the university that students are expected to attend all meetings of all classes in which they are enrolled. In Education, State Approved Program and Licensure regulations determine much of what we teach. At the completion of the program, we certify to the Virginia Department of Education that each candidate seeking licensure has met the required competencies for their endorsement area. Because of the sheer quantity of skills and knowledge required for licensure, we

not only teach a breadth of concepts and topics and in class, but also model different instructional strategies. When candidates are not in class it is impossible to determine whether they adequately have mastered the objectives for that session. Further, when candidates miss class, they not only deprive themselves of a learning opportunity, they deprive their future students of a completely prepared teacher. Consequently, attendance at every class session is critical and required.

Absences due to illness or University-required quarantine are excused absences and will not be penalized. If you are sick, you should not attend class and will not be required to provide formal documentation from a health care provider. In the event of excused absences, I will support your efforts to maintain progress toward the course learning goals. This includes allowances for make-up work or delayed work.

Absences for Religious Observances and Holidays
The University is a secular institution that values a diversity of religious expression. Any student may be excused from class or other assignments because of religious observance. A student who will miss an academic obligation because of religious observance is responsible for contacting his or her professor within the first two weeks of the semester. The student is responsible for completing missed work in a timely manner. The entire religious observance policy may be found at:
http://registrar.richmond.edu/services/policies/religiousobsv.html

Accommodations for a Disability/Disabilities
The University of Richmond is committed to a culture of inclusivity and strives to ensure that members of our campus community with disabilities have the opportunity for full participation and equal access to campus resources. Students with disabilities must apply for accommodations through the Office of Disability Services as soon as possible. The main purpose of the Office of Disability Services is to make sure students with disabilities have the same chance for success (defined as average performance or better) as students who do not have disabilities. The following link provides information and required forms: http://studentdevelopment.richmond.edu/disability-services/index.html
If you have a documented disability through the Office of Disability Services and need any specific accommodations, please email your instructor within the first two weeks of the semester so that we may schedule a private meeting to discuss further.

Additional Academic and Personal Support Services
Attached to this syllabus is a page that describes the services available from a range of units on campus. If you have difficulties this semester, either academic or personal, please don't hesitate to take advantage of the resources available.

Course Work
Honor Code
It is expected that all candidates will adhere to the honor system. Unless otherwise instructed, all work in this course should be completed independently. Any collaborative exercises will be clearly explained and defined in class. All assignments, even those submitted electronically, require the written pledge of adherence to the honor code, stated as follows:
> *"I pledge that I have neither given nor received unauthorized assistance during the completion of this work."*

Preparing Assignments
All written work must be completed electronically and should meet the high quality standards expected of a career teacher. Present your assignments as you would if they were to be reviewed by a future administrator, member of the school board, or parents of prospective students.
Use the **Seventh Edition of the APA Manual** as the guide for writing and referencing your work. For help with citation formats see the following resources:
> APA Style Blog: https://blog.apastyle.org/
> Purdue OWL APA Formatting and Style Guide:
> https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Deadlines
All assignments for this course are outlined in the syllabus and presented on the first day of class. Candidates are expected to plan and work ahead so that assignments will be turned in on time. Late assignments will be accepted, but they generally will not receive full credit for the work.

All course work must be completed in full on or before the last day of class. A grade of incomplete (Y or I) will be given only if a candidate has met with the instructor and is making regular and reasonable progress toward mastering the appropriate criteria for a grade AND if advance arrangements have been made for completing the course requirements within a specified period of time.

Revisions
In teaching this course, my goal is to help you move beyond basic comprehension of the ideas and strategies presented to a deeper understanding of the topics. I will provide you with many opportunities to practice new skills and will offer regular feedback on your performance until those skills become automatic and habitual. Such understanding typically requires continuing interaction with the ideas and strategies in a manner that allows you to be reflective and self-critical of your work while presenting you with the option to revise and make changes to this work before receiving a final grade.

Technology
This course addresses the CAEP Cross-Cutting Theme of Technology by offering candidates multiple technology based tools to effectively engage P-12 learners. In studying course materials and completing assignments, it is expected that candidates will develop proficiencies in applications of digital media and technological capabilities. Skills developed in this class include:
- Accessing and integrating digital content and technology tools for P-12 students' learning
- Critically evaluating the quality and relevance of digital academic content
- Designing and incorporating online learning experiences into instructional plans
- Using online tools for formative and summative assessment

Assignments
Candidates will complete the following assignments designed to develop and demonstrate basic competencies in the planning and design of elementary social studies instruction. Please see the course calendar and outline that follows for specific information on due dates.

Civics Module
Regulations governing approved programs require that all education endorsement programs in

early/primary education preK-3, elementary education preK-6, middle education 6-8, and history and social sciences must include local government and civics instruction specific to Virginia. Therefore, candidates must complete the Virginia State and Local Civic Education Module in fulfillment of this requirement. Candidates must save a PDF copy of the certificate of completion and email it to the instructor to receive credit for this assignment. This free module can be found at: http://www.civiceducationva.org/

Primary Source Project
Candidates will work with the collection of WWII letters held by the university library and will develop a lesson for US history that focuses on the skills for historical thinking by emphasizing:
- analyzing and interpreting artifacts and primary and secondary sources to understand events in United States history
- using evidence to draw conclusions and make generalizations
- comparing and contrasting historical, cultural, and political perspectives in United States history
- explaining connections across time and place

See **Primary Source Project Guidelines** for more information.

Literature Circle Project
Candidates will be assigned to a literature circle group. At the first meeting, the group will divide up their historical fiction book into four parts and write down the page numbers for each section. Group members will then read through the literature circle roles and determine roles for each meeting. During group meetings, candidates will participate in a literature circle discussion. The first three meetings will focus on the historical fiction title, while the fourth meeting will focus on the nonfiction text. During their assigned week, groups will present their book set to the class. Candidates will write a paper that reflects on the two texts, the pairing of fiction and nonfiction titles for instruction, and the overall literature circle experience. See **Literature Circle Project Guidelines** for more information.

Position Paper
Candidates will research a contested issue in the teaching of social studies and write a brief paper in which they outline both sides of the argument and take a position on it. See **Position Paper Guidelines** for more information.

Digital Toolbox
Every teacher has a set of essential tools they generally rely upon—approaches, activities, and basic materials—to make teaching efficient and learning enjoyable. Candidates will assemble a toolbox for the teaching of social studies for a selected grade from preK-6. This toolbox will include two lesson plans, a bibliography, a timeline, an infographic, an adapted historical document, a collection of maps, and a Smithsonian Learning Lab Collection. See **Digital Toolbox Guidelines** for more information.

Grading

The assignments you will do for class are a series of performance assessments designed to allow you to demonstrate your mastery of the course objectives. The grade you receive is NOT a measure of how long these assignments take nor how hard they are perceived to be. The products and performances used for grading are not measures of labor but rather measures of learning. Much of the work you do is focused on learning and practicing specific skills. During these activities, you should feel that it's okay to struggle, or even fail. That is part of the learning process. If everything you do is collected and given a grade, you won't have the time or space you need to really learn. This means that not every assignment will receive a grade, though every assignment will receive feedback. Feedback is necessary so that you can track your progress and adjust what and how you are learning as you work toward mastery of course goals. Remember, your focus needs to be on learning and NOT the accumulation of points.

Your final grade for the course will be based on the sum total of the points received on your graded assignments. Points will be allocated in the following manner.

Assignments	Points
Civics Module	5 pts
Primary Source Project	20 pts
Literature Circle Project	40 pts
Position Paper	15 pts
Digital Toolbox (10 pts/lesson, 10 pts/piece)	90 pts
Total	**170 pts**

Your final grade will be based on the percent of points earned.

Grade	Percent Earned	Grade	Percent Earned	Grade	Percent Earned
A+	99-100	B+	88-89	C+	78-79
A	94-98	B	84-87	C	74-77
A-	90-93	B-	80-83	C-	70-73

Note Regarding Graduate Course Credit
Graduate credit is allowed only for courses approved for graduate credit in which grades of 'B-' (2.7) or better are received. No credit toward graduation will be given for a graduate course in which the student earns a grade lower than 'B-' (2.7). Students enrolled in graduate programs are expected to maintain at least a 'B' (3.0) average to remain in the program. A student who earns less than 'B-' (2.7) in two graduate courses will not be permitted to continue in the degree program.

Course Map

Dates	Session Content	Assignments
Class 1 **Monday,** **May 16**	**Introduction to Teaching Social Studies** • Overview of the Course • Review of Resources for the Semester	All assignments are <u>due by the start of class</u> on the days listed. **Keep in mind that you must turn in two lesson plans, each one to accompany a piece in the Digital Toolbox. Because you choose the piece, the lesson plan due dates are fluid and are not included in this outline. You MUST remember to include these.
Class 2 **Wednesday,** **May 18**	**Literacy in Social Studies** • Reading and Writing in Social Studies • Strategies for Teaching Vocabulary • Children's Literature and Other Print Materials • Making Sense of Nonfiction	**Read** • Kopp – Chapters 3 and 4 • Altieri – *From Sketchnotes to Think-Alouds: Addressing the Challenges of Social Studies Text* **Assignments** Set up Digital Toolbox site
Class 3 **Monday,** **May 23**	**Thinking Like An Historian: Introduction to Skills, Part 1** • Interpreting primary and secondary sources • Interpreting charts, graphs, and pictures to determine characteristics of people, places, or events • Summarizing points and evidence to answer a question	**Read and Watch** • Kopp – Chapter 5 • Clark-Pujara – What is the Difference Between History and Memory? (2:02) • Gross – Why Should Students Consider History from Multiple Perspectives? (0:53) • VanSledright – *What Does it Mean to Think Historically…and How Do You Teach It?* **Assignments** Experiment with Infographic and Timeline tools and bring questions to class
Class 4 **Wednesday,** **May 25**	**Literature Circle Meeting 1** **Thinking Like An Historian: Introduction to Skills, Part 2** • Comparing and contrasting ideas and perspectives to better understand people or events • Determining relationships with multiple causes or effects • Explaining connections across time and place	**Read and Watch** • Kopp – Chapter 7 • Gonchar – *What Objects Tell the Story of Your Life?* • TeachingChannel.org – Antiques Roadshow: Show and Tell (5:00) • Wineburg & Martin – *Tampering with History: Adapting Primary Sources for Struggling Readers* **Assignments** Literature Circle Preparation – Novel Infographic or Timeline in Digital Toolbox
**No Class - Monday, May 30** **Memorial Day Holiday**		
Class 5 **Wednesday,** **June 1**	**Literature Circle Meeting 2** **Planning for Instruction** • Unpacking the Standards (State and National) • Objectives and Learning Targets • Strategies for Activating Prior Knowledge • Ideas for Closure	**Read** • Kopp – Chapters 1, 2 and 8 • VDOE - *Virginia Standards of Learning and Curriculum Framework Documents* **Assignments** Literature Circle Preparation – Novel Infographic or Timeline in Digital Toolbox

Dates	Session Content	Assignments
Class 6 Monday, June 6	**Literature Circle Meeting 3** **Quality Assessment** • Unpacking Learning Outcomes • Determining the Appropriate Types of Assessment Items/Activities • Creating and Selecting Assessment Items That Are Valid and Reliable	**Read and Watch** • Kopp – Chapter 9 • Duckor - *Formative Assessment in Seven Good Moves* • TeachingChannel.org – Theater Boxes: Making History Come Alive (5:17) **Assignments** Literature Circle Preparation – Novel Annotated Bibliography in Digital Toolbox
Class 7 Wednesday, June 8	**Performance-based Assessment** • Project-based learning (PBL) • Document-based Questions (DBQs) • Using the Quality Criteria Review Tool **Learning Outside the Classroom** • Museum-based instruction • Field Trips	**Read** • Kopp – Chapters 6 and 10 • Corrigan, et. al. – *Show Me! A Strategy for Building Creativity, Confidence, and Competence* • Halvorsen, et. al. - *Project-Based Learning in Primary-Grade Social Studies* • TeachingChannel.org – Applying Knowledge at a Museum (8:13) **Assignments** Adapted Historical Document in Digital Toolbox
Class 8 Monday, June 13	**Literature Circle Meeting 4** **Teaching Hard History** • American Indian History • African American History	**Read** • Christie & Montgomery – *Beyond Pilgrim Hats and Turkey Hands: Using Thanksgiving to Promote Citizenship and Activism* • Clark-Pujara - How Have the Legacies of Slavery Affected the History of the United States? (3:20) • Harvard Graduate School of Education – *The Columbus Day Problem* • National Museum of the American Indian – *American Indian Perspectives on Thanksgiving* • Southern Poverty Law Center – *Teaching Hard History: American Slavery* **Assignments** Literature Circle Preparation – Nonfiction Text
Class 9 Wednesday, June 15	**Independent Work Session** • Literature Circle Presentation Planning • Creating Collections with the Smithsonian Learning Lab • Digital Toolbox Updates I will Zoom with you around 6 pm to see how things are going and to offer technology assistance.	**Watch** • Smithsonian Learning Lab – Getting Started: Digital Museum Resources and the Smithsonian Learning Lab (36:56) • Smithsonian Learning Lab – Creating Collections: Digital Museum Resources and the Smithsonian Learning Lab (37:31) **Assignments** Civics Module

Dates	Session Content	Assignments
Class 10 Monday, June 20	**Literature Circle Group Presentation** **Using Skills to Teach the Strands of History, Geography, Economics, and Civics** • Maps and Geography • Jamestown, VA	**Read and Watch** • Segall – *Maps As Stories About the World* • TeachingHistory.org – Using Maps as Primary Sources (14:30 – 4 parts) **Assignments** Position Paper
Class 11 Wednesday, June 22	**Literature Circle Group Presentation** **Using Skills to Teach the Strands of History, Geography, Economics, and Civics** • Economic Concepts • The Great Depression	**Read** • Meszaros – *It's Never Too Early: Why Economics Education in the Elementary Classroom* • Wittingham – *Economics Is for Everyone: A FETCHing Graphic Organizer* **Assignments** Literature Circle Project Map Collection
Class 12 Monday, June 27	**Using Skills to Teach the Strands of History, Geography, Economics, and Civics** • Civics • The Civil Rights Movement • Character Education	**Read** • Kopp – Chapter 6 • McGriff and Clemons – *Reflective Discussion Circles: A Method for Promoting Civic Engagement* • Ferraras-Stone – *Women's Suffrage: Teaching Voting Rights Using Multiple Perspectives and Timelines* • Shields – *Character as the Aim of Education* **Assignments** Smithsonian Learning Lab Collection
Class 13 Wednesday, June 29	**Teaching Contested Topics** • Digital Literacy and Fake News • Current Events and "Teachable Moments" • Diverse Students and Families • Book Banning and Social Studies	**Read and Watch** • Boyle-Baise, et. al - *Citizenship as a Verb: Teaching Students to Become Informed, Think It Through, and Take Action* • McEvers – Stanford study finds most students vulnerable to fake news (4:13) • O'Mahony – *A Guide to Selecting Powerful Current Events for Study* **Assignments** Civics Module
**No Class - Monday, July 4** **Independence Day Holiday**	
Class 14 Wednesday, July 6	**Digital Toolbox Presentations** **Course Reflection**	**Read** • Kopp – Chapter 10 **Assignments** Publish Digital Toolbox (Ensure ALL Google Docs are shared.)

Academic and Personal Support Services

There are numerous resources across campus that can support you academically, personally, and professionally as you navigate the university and endeavor to successfully complete courses and your program of study. Among these are:

- **Academic Skills Center** (http://asc.richmond.edu, 289-8626 or 289-8956): Supports candidates in assessing their academic strengths and weaknesses; honing their academic skills through teaching effective test preparation, critical reading and thinking, information processing, concentration, and related techniques; working on specific subject areas (e.g. calculus, chemistry, accounting, etc.); and encouraging campus and community involvement.
- **Boatwright Library Research Librarians** (http://library.richmond.edu/help/ask.html or 289-8669): Assist candidates with identifying and locating the best resources for class assignments, research papers and other course projects. Librarians also assist candidates with questions about citing sources correctly. Candidates can schedule a personal research appointment, meet with librarians at the library's main service desk, email, text or IM.
- **Career Services** (http://careerservices.richmond.edu/ or 289-8547): Assists candidates in exploring their interests and abilities, choosing a major, connecting with internships and learning experiences, investigating graduate and professional school options, and landing a first job. We encourage candidates to schedule an appointment with a career advisor during their first year.
- **Counseling and Psychological Services** (http://caps.richmond.edu or 289-8119): Assists candidates in meeting academic, personal, or emotional challenges. Services include assessment, short-term counseling and psychotherapy, crisis intervention, psychiatric consultation, and related services.
- **Disability Services** (http://disability.richmond.edu/ or 289-8032): The University of Richmond is committed to equal opportunity in education and employment for persons with disabilities and complies with the ADA Amendments Act of 2008 (ADAAA), the Americans with Disabilities Act of 1990 (ADA) and the Rehabilitation Act of 1973, which includes Section 504. Individuals with disabilities are protected from discrimination and may be entitled to accommodations that will assist in their pursuits at the University. Students should direct requests for accommodations to Dr. Tinina Cade, Associate Vice President of Student Development.
- **Speech Center** (http://speech.richmond.edu or 289-6409): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique sessions offered by teams of student consultants trained to assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations.
- **Writing Center** (http://writing.richmond.edu or 289-8263): Assists writers at all levels of experience, across all majors. Candidates can schedule appointments with trained peer writing consultants who offer friendly critiques of written work.