Effective Semester / Session: Fall 2007

Type of Action:

- New
- Modification
- Move to Inactive (Stop Out)
- Cancellation

Course Alpha and Number: ED 434

Course Title: Social Studies in Action: A Methods Course

Reason for initiating, revising, or canceling:
Deleting "English Placement" to only include "Prerequisite" and changing Math Placement to MA161.

Amy Bohman
Proposer

3/29/07

Date

Michael Reber
Department Chair

3/29/07

Date

English and Format Reviewer

Dean of Academic Programs and Services

Date
1. **Department**  
   School of Education

2. **Purpose**  
   Elementary students need strategies for developing concepts in all fields of study. This course will provide teachers-in-training with methodology strategies, techniques for fostering growth, and encouraging a standards-based performance driven concept developmental process across the social studies curriculum.

3. **Description**

   A. **Required/Recommended Textbook(s) and Related Materials**  
      Required:  
      
      Readability level: Grade 12

   B. **Contact Hours**  
      1. **Lecture:** 3 hours per week / 45 per semester
      2. **Lab:**
      3. **Other:**

   C. **Credits**  
      1. **Number:** 3
      2. **Type:** Regular degree credits
Northern Marianas College
Course Guide

Course: ED 434 Social Studies in Action: A Methodology Course

D. Catalogue Course Description
   This course puts theory into practice by providing teachers-in-training with the necessary methodology, strategies and techniques for fostering and encouraging a standards-based, performance driven developmental process across the social studies curriculum. The course also assists students in learning research techniques, including modern technology and how to organize subject-matter principles based upon social studies curriculum standards. Prerequisites: All core course and general education requirements with a “C” or better, EN 202, ED 300, ED 370, and all 100/200 level history/political science/geography requirements or permission of the Director of the School of Education. Math Placement Level: MA 161.

E. Degree or Certificate Requirements Met by Course
   This is a required course for all elementary education majors

F. Course Activities and Design
   This course will incorporate lectures, a reflective paper, projects, field trips, activities, presentations, lesson plans, a unit plan, a year long plan, quizzes, and a final exam. All of which will exhibit a variety of teaching methods that can be used to teach social studies concepts.

4. Course Prerequisite(s); Concurrent Course Enrollment; Required English/Mathematics Placement Level(s)
   Prerequisites: All core course and general education requirements with a “C” or better, EN 202, ED 300, ED 370, and all 100/200 level history/political science/geography requirements or permission of the Director of the School of Education. Math Placement Level: MA 161.

5. Estimated Cost of Course; Instructional Resources Needed
   Cost to the Student: Tuition for a three-credit course cost of textbook, binder, and instructional materials fee.

   Cost to the College: Instructor’s salary.

   Instructional resources needed for this course include: chalkboard, chalk, CRC materials, photocopied materials, audio/visual equipment, computers, the internet, and other materials as necessary.
6. **Method of Evaluation**  
Student grades will be based on the regular letter grade system as described below:

A: Excellent – grade points: 4.0;  
B: Above average – grade points: 3.0;  
C: Average – grade points: 2.0;  
D: Below average – grade points: 1.0;  
F: Failure – grade points: 0.0.

NMC’s grading and attendance policies will be followed.

7. **Course Outline**  
This is a topical outline and does not necessarily indicate the sequence in which the material will be presented.

1.0 Definition of Social Studies  
1.1 Characteristics of the field  
1.2 Common emphases  
1.2.1 Citizen education  
1.2.2 Global-awareness  
1.2.3 History and social science education  
1.2.4 Reflective-thinking and problem-solving education  
1.3 Ten thematic strands  
1.4 K – 8 social studies curriculum  
1.5 Organization of a social studies program  

2.0 Social Studies Standards  
2.1 Advantages of standards  
2.2 Background of standards movement  
2.3 Types of standards  
2.3.1 State/regional standards  
2.3.2 Professional groups’ standards  

3.0 Social Studies Content Areas  
3.1 History  
3.2 Geography  
3.3 Political Science  
3.4 Economics  
3.5 Sociology
3.6 Psychology
3.7 Anthropology

4.0 Planning and Social Studies Instruction
  4.1 Aims
  4.2 Goals
  4.3 Learning Objectives
  4.4 Informational needs for planning
  4.5 Organizational planning information
  4.6 Integration of unit content with other subject areas
  4.7 Selection of appropriate themes

5.0 Active Learning
  5.1 Rationale for applied learning
  5.2 Challenges of implementation
  5.3 Approaches of concrete experiences
  5.4 Service learning
  5.5 Dealing with controversial issues

6.0 Social Studies Instruction
  6.1 Selecting teaching approaches
    6.1.1 Variables that influence selection
    6.1.2 Selection of approaches
  6.2 Teaching social studies skills
    6.2.1 Developing map and globe skills
    6.2.2 Utilizing time lines
    6.2.3 Analyzing charts and graphs
    6.2.4 Interpreting political cartoons
  6.3 Cooperative and group learning techniques
  6.4 Multicultural issues
  6.5 Gender issues
  6.6 Learning exceptionalities
  6.7 Problems for Limited-English-Proficient learners

7.0 Inquiry and Higher – Level Thinking Development
  7.1 Teaching students to monitor their thinking
  7.2 Inquiry approaches
  7.3 Finding more information

8.0 Assessing Social Studies Outcomes
  8.1 Multiple purposes
8.2 Authentic assessment
8.3 Informal evaluation
8.4 Formal evaluation
8.5 Evaluation results to improve instruction

8. Instructional Goals
   This course will introduce students to:

   1.0 Fundamental emphasis of citizen education and global-awareness through history and social science education;

   2.0 Means of organizing elementary school social studies curricula on the basis of standards;

   3.0 Social studies instructional methods through planning various interactive activities and skill-based techniques;

   4.0 Methods for inquiring and analyzing given social studies concepts systematically and techniques for teaching children to do the same;

   5.0 Alternative instructional techniques to help all children develop an understanding of concepts that underlie principles of social studies standards;

   6.0 Different types of instruction for concept development, using constructivist principles, for various operational levels of cognitive development and pro-social behavior;

   7.0 Lessons that maximize the effectiveness of concept development activities; and

   8.0 Student assessment and teacher performance based on social studies outcomes.

9. Student Learning Outcomes
   Upon successful completion of this course, students will be able to:

   1.0 Emphasize citizen education and global-awareness through history and social science education;

   2.0 Organize elementary school social studies curricula on the
basis of standards;

3.0 Create social studies instructional methods through planning various interactive activities and skill based techniques;

4.0 Develop methods for inquiring and analyzing given social studies concepts systematically and techniques for teaching children to do the same;

5.0 Develop and carry out alternative instructional techniques for helping children develop an understanding of concepts that underlie principles of social studies standards;

6.0 Design different types of instruction for concept development, using constructivist principles, for various operational levels of cognitive development and pro-social behavior;

7.0 Design and conduct lessons that maximize the effectiveness of concept development activities; and

8.0 Evaluate student assessment and teacher performance based on social studies outcomes.

10. Assessment Measures
    Assessment of student learning may include, but not be limited to, the following:

    1.0 Demonstrate understanding through activities, projects, presentations, participation, reflective papers, lesson plans, a unit and year long plan;

    2.0 Evaluation by the instructor using provided rubrics;

    3.0 Pop quizzes and final examination.