



Northern Kentucky University
College of Education
EDU 312001, Teaching Social Studies in the Early Grades
9:25-12:05, MEP 329
Fall 2022

Learn, Lead, Succeed

Mission

The College of Education plays an important leadership role and collaborates with others in the creation, dissemination, and application of knowledge and research that enhances professional practice and transforms lives, schools, and communities

Vision

The College of Education aspires to
scholarship that fosters individual growth and collective success.

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Instructor: Dr. Melissa Hess

Office: MEP 277

Telephone: 859-572-5536

Office Hours: Monday Zoom 10:00-11:00, Wednesday and Thursday 10:00-11:00 in person

Email: hessm5@nku.edu

Required Textbook and/or Materials:

1. Teaching Elementary Social Studies: Principles and Applications, 4/E By Zarrillo, James J.
ISBN13: 978013-256-551-6
2. Composition Notebook
3. Markers/Color Pencils, Scissors, Glue Stick

Course Description: Objectives, curricula, and instructional strategies for teaching social studies in elementary schools.

Student Learning Outcomes, Assessment and Standards Alignment

Student Learning
Outcome

Assessment/ Assignments

KAS Alignment

KTPS /nTASC
Standard and

Category /-S 52441 re370 Tc.52 3.64 OT1 0

assessment for diverse learners.	2.16. 2.17; Geography, 2.19 Historical Perspective, 2.20		
Students will create a lesson plan following the KTIP format that includes multiple forms of instruction and assessment for diverse learners.	Government and Civics, 2.14, 2.15; Cultures and Societies, 2.16. 2.17; Geography, 2.19; Historical Perspective, 2.20	Standards 4B	NCSS-10

Course Assignments and Grading

1. Diverse Resources Performance Task: Teacher candidates will begin practicing the skills of curating diverse and historical accurate resources for their classrooms. This task will be completed in teams over three class sessions. Teams will create a resource rubric, bring together resources, score the resources together and choose the top 15 resources to be used in their own future classrooms. 15 points
2. Technology Resources Performance Task: Teacher candidates will begin practicing the skills of curating diverse and high quality technology resources for their classrooms. This task will be completed in teams over three class sessions. Teams will create a technology rubric, bring together resources, score the resources together and choose the top 5 resources to be used in their own future classrooms' technology toolbox. 15 points
3. Assessment Resources Performance Task: Teacher candidates will begin practicing the skills of curating diverse and high quality assessment resources for their classrooms. This task will be completed in teams over three class sessions. Teams will create an assessment rubric, bring together resources, score the resources together and choose the top 5 resources to be used in their own future classrooms' assessment toolbox. 15 points

6. Book Talk: Teacher candidates will select one children's book that is historically accurate to use in their future classrooms. A digital professional style book talk will be created to share with peers covering the book's topic and potential uses in the classroom. 20 points
15 points
7. Digital Portfolio: Teacher candidates will create a digital portfolio using Google Sites technology. This portfolio will include an intro page, resources tabs, book talk, and lesson plan. 75 points
8. Unit Presentation: Teacher candidates will use all resources that they have cooperatively worked on to create one lesson in their grade band group to collectively create one unit. Units will be presented in "fair" style during last week of class. 45 points

Assignments

Points (or percentage)

Diverse Resources Performance Task	15 points
Technology Resources Performance Task	15 points
Assessment Resources Performance Task	

Students should expect feedback on assignments within seven days of submission except when I provide notification via announcement of a different timeline.

Undergraduate Courses Only:

The College of Education requires education majors to earn a grade of C or better in all education (EDU & EDS) courses. A grade of lower is not acceptable for program completion.

Final Exam Information

Tuesday, December 6: 9:20-10:05 Final Exam will consist of a closing essay question in the

		Follow Up Performance Task
5: September 20	Cooperative Learning and Geography	Ch 6 Cooperative Learning Cooperative Learning Online Discussion Geography Interactive Notebook
6: September 27	Literacy and Economics	Ch 8 Literacy Literacy Online Discussion Economics Interactive Notebook Follow Up Performance Task
7: October 4	Book Talk Presentations and Kindergarten Standards	Booktalk Kindergarten Standards Interactive Notebook Follow Up Performance Task
8: October 11	Inquiry and Critical Thinking and 1st Grade Standards	Ch 7 Inquiry and Critical Thinking 1st Grade Standards Interactive Notebook
9: October 18	Fall Break	** Work on digital portfolio website**
10: October 25	Immersion Week	** Work on digital portfolio website**
11: November 1	Assessment/ Backward Design Model and 2nd Grade Standards	Ch 3 Assessments of Social Studies Learning Assessment Online Discussion 2nd grade Standards Interactive Notebook Follow Up Performance Task
12: November 8	Lesson Plan: KTIP and 3rd Grade Standards	KTIP Lesson Reading Lesson Planning Online Discussion 3rd Grade Standards Interactive Notebook Follow Up Performance Task

Tardiness Please be on time to class. Two instances of tardy equal one absence. Leaving half an hour early or more counts as one tardy.

Accommodations Due to Disability

The University is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by the University. To this end, Northern Kentucky University will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and feel you need accommodations in this course, you must present me a letter from the Office for Student Accessibility (OSA, SU 303) indicating the existence of a disability and the suggested accommodations. Information on OSA can be found at

Credit Hour Policy Statement

In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on ~~related~~ work including, but not limited to, class meeting time, reading, ~~viewing~~, organizing notes, studying and completing assignments. At least an equivalentmor 9e cen2414 (in)-6 (o)9ucT 12 c2rq

allow them to devote sufficient time to the material. Success in courses requires students to read assigned material carefully and to do assignments, projects, and papers on a regular basis. Expect the unexpected. Power outages, computer crashes, Internet interruptions, and otherwise unavoidable problems will happen. Students must take steps to ensure they can complete their work on time. Do not wait until the last possible moment to complete assignments. Have a backup plan in case the unexpected occurs. For example, ensure you have access to a second Internet accessible computer (e.g., at a friend's or at the library) and avoid saving projects directly to your device (e.g., use your NKU OneDrive account).

Academic Misconduct

This Student Honor Code [the Honor Code] is a commitment by students of Northern Kentucky University, through their matriculation or continued enrollment at the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements. For more information please visit the Student FAQ page on the University's Academic Integrity website <https://inside.nku.edu/integrity.nku.edu/student.html>. Students, faculty, staff, and administrators at NKU strive to achieve the highest standards of scholarship and integrity. Any violation of the Student or Graduate Student Honor Codes is a potentially serious offense because it threatens the quality of scholarship and undermines the integrity of the community. All NKU faculty members are asked to report incidents of academic misconduct to the office of Student Conduct Rights and Advocacy. While academic in scope, a violation of the NKU Honor Code may be considered a violation of the NKU Code of Student Rights and Responsibilities and will follow the adjudication processes described therein. Through the NKU Honor Code, students who are responsible for academic dishonesty may receive sanctions, including, but not limited to, a final grade of F or removal from the course in which the violation occurs. In the case of repeated violations of the NKU Honor Code, or when suspension or expulsion from NKU may be a possible outcome of the violation, the incident will be referred to the office of Student Conduct, Rights and Advocacy. Additional information is available at: <https://inside.nku.edu/scra.html#policies>

Sexual Misconduct

Northern Kentucky University is committed to fostering a safe and inclusive educational and work environment free from sexual misconduct, including sexual assault, consensual sexual contact, non-consensual sexual intercourse, sexual exploitation, sexual harassment, dating and intimate partner violence, relationship and domestic violence, ~~stigma~~ and gender based bullying. For more information please see <https://inside.nku.edu/titleix/policy/sexual-harassment-policy.html>.

Staff and faculty in the following areas are Officials with Authority (OWAs): Office of Title IX;
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campus or involves an NKU student. Any student who has or is experiencing dating violence, domestic violence, sexual assault, or stalking is encouraged to contact the Norse Violence Prevention Center (NVP Center). The NVP Center provides free, confidential advocacy services. Contact the center at 859-72-5865, or by email at nvp@nku.edu. For more information, please see <http://nvp.nku.edu/support.html>.

Prerequisites

Prerequisites for all courses are listed in the NKU catalog (<https://inside.nku.edu/registrar/catalog.html>). These are meant to convey the background knowledge expected of each student in the course. History indicates that students who do not meet the prerequisites for a course are unlikely to succeed in the course. As such, it is imperative that students not take a course until they have mastered the prerequisites for that course. Prerequisites are typically one of two types: either (i) completion of specific NKU courses, or (ii) placement by satisfactory performance on a standardized exam. Students are responsible for ensuring compliance with the stated prerequisites. The department also checks prerequisites; students may be withdrawn from a course if they are found to have not met the course prerequisites.

University Policy on Non-Attendance

NKU students are expected to attend the first scheduled class session of each course for which they are enrolled. Students who know they will be absent should request to remain on the list in the chapter prior to the first class session.

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