

I. EDUCATION 363: Teacher Laboratory -- Elementary Methods Social Studies Component

II. 1.5 Credit Hours

III. Course Description:

The Teacher Laboratory emphasizes preparation for teaching mathematics, science, social studies, and music. The student is involved with others in the process of continual development of the skills, knowledge and dispositions needed by classroom teachers as they plan, present and evaluate instruction and class management.

IV. Place of the Course in the Curriculum: This course is the social studies component of Teacher Lab taught during the student teaching semester.

V. Course Goals and Objectives

A. Goals: The student will:

1. Begin to understand how Social Studies fits into the overall curriculum.
2. Gain knowledge of the methodology of teaching Social Studies in the elementary classroom
3. Become more familiar with the topics that are common to all elementary Social Studies curricula.
4. Gain strategies to help manage a Social Studies classroom.
5. Integrate technology into the day-to-day teaching of Social Studies.

B. Objectives: The student will:

1. Define the subject matter taught in most elementary Social Studies curriculums. T5, LD2, LR4, LR7
2. Select appropriate instructional materials to supplement topics in the elementary Social Studies classroom. T2
3. Propose and develop lessons, with technology integration, that can be utilized in the teaching of Social Studies in the elementary classroom. T2, T8
4. Develop strategies in dealing with students, staff, and parents in conjunction with Social Studies instruction. T6, LD8
5. Explain various methods of assessment in the Social Studies classroom, T3
6. Discuss adaptations necessary to meet the needs of all students in the

Social Studies classroom. T6, LR4

7. Demonstrate knowledge and understanding of the concepts, skills, and processes of reading , writing, science, social studies, and math as defined in the Nebraska Content Standards for first, fourth, eighth, and twelfth grades.
T2, T5

VI. Content:

- A. Social Studies: Scope and Sequence T5
 1. Nebraska Social Studies Standards
 2. Textbooks
- B. Teaching History T1, T2, LD3
 1. History topics
 2. Strategies for teaching history
- C. Teaching Geography T1, T2, LD3
 1. Five themes of geography
 2. Global awareness
 3. Strategies for teaching geography
- D. Teaching Economics T1, T2, LD3
 1. Connections to classroom management
 2. Economics resources
 3. Strategies for teaching economics
- E. Teaching Citizenship T1, T2, LD3
 1. Reasons for teaching citizenship
 2. “Character Education” and connections to citizenship
 3. Multicultural education and its role in citizenship
 4. Strategies for teaching citizenship
- F. Reading, Writing, and Technology T1, T2, LD3
 1. Incorporating fiction, non-fiction, and biographies into the Social Studies curriculum
 2. Incorporating technology resources in the Social Studies curriculum.
 3. Strategies for reading, writing, and technology integration.
- G. Assessment T3
 1. Traditional assessment
 2. Group assessment
 3. Student led assessment
 4. Peer assessment
 5. Rubrics

VI. Methodology

1. Lecture
2. Large group discussion

3. Small group discussion
4. Peer teaching
5. Peer evaluation
6. Lesson planning
7. Simulations

VII. Student Roles

1. Attend all scheduled class sessions, and be an active participant in class activities.
2. Read assigned readings.
3. Create a social studies unit plan.
4. Participate and engage in class discussion.

VIII. Evaluation

Grades are based on the quality of work done on assignments, test results, class attendance and class participation.

IX. Selected Bibliography

Nebraska State Board of Education. *Nebraska K-12 Social Studies Framework*. 1998

Nebraska State Board of Education. *Nebraska Social Studies/History Standards*. 2003

Parker, Walter C. and Jarolimek, John. *Social Studies in Elementary Education* (Tenth Edition)
Upper Saddle River, New Jersey: Prentice Hall 1997.

Welton, David A. *Children and Their World: Strategies for Teaching Social Studies*. Houghton Mifflin. 2002.