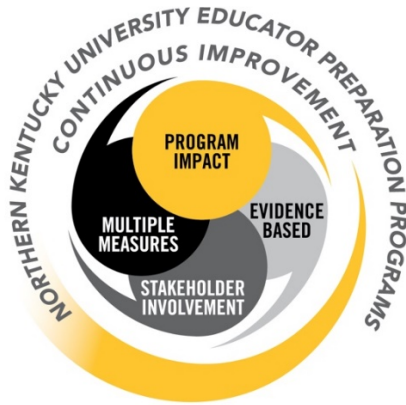


Northern Kentucky University
College of Education and Human Services
EDU 331 – Teaching Social Studies in Secondary Schools
EDU 348 – Teaching Social Studies in Middle Grades
EDMT 545 – Methods and Pedagogy in Middle School/Secondary Social Studies
3 Credit hours, Wednesday, 4:50-7:35pm, MEP 329
Fall 2017



Learn, Lead, Succeed

Mission

The College of Education and Human Services 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 and Human Services aspires to be known throughout the Commonwealth of Kentucky and region at large as the leader in providing opportunities for engaged learning and applied scholarship that fosters individual growth and collective success.

Kentucky Academic Standards (KAS)

Preparation of Kentucky’s students for the demands of the 21st century requires districts and schools to prepare every student for successful transition to be College and Career Ready. The Kentucky Academic Standards help ensure that all students throughout Kentucky are provided with common content and have opportunities to learn at high levels. As education candidates complete and implement projects and assignments throughout their education programs at NKU, they will incorporate the components of the [Kentucky Academic Standards](#).

Professor: David Childs, Ph.D.

Office: MEP 277

Telephone: 859-572-1931

Office Hours: Tuesday: 2-4pm, Wednesday: 2-4pm

Virtual Hours (Via Email or Facebook): Monday: 1-2pm; Friday: Noon-1pm.

Email: childsd1@nku.edu

Required Texts:

Textbooks:

1. Practical Guide to Middle and Secondary Social Studies – 4th Edition
by June Chapin

Adolescent Literature:

2. My Brother Sam is Dead
By Samuel Collier
3. Night
By Elie Wiesel
4. African American Women of the Old West
By Tricia Martineau Wagner

Suggested Text:

5. Diary of Anne Frank
By Anne Frank
ISBN-13: 978-0553296983

NCSS Comprehensive Student Membership:

Students are encouraged to become a student member of the National Council for the Social Studies (NCSS) which includes all the benefits of regular membership. You will receive NCSS Bulletins that provide in-depth coverage of important social studies topics in book format.

Course Description: Theory, content, and instructional strategies for teaching social studies in the middle and secondary grades; including national and state standards. Social science courses must be passed, each with a minimum grade of C; pursuance of middle grades or secondary certification in social studies teaching area; admission to the teacher education program.

Student Learning Outcomes, Assessment and Standards Alignment

Student Learning Outcome	Assessment/ Assignments <u>KAS Alignment</u>	<u>Kentucky Teacher Standards</u>	<u>InTASC Standard and Category</u>	Specialized Professional Association (SPA) Standards	<u>KFT Domains</u>
Use a variety of creative resources to teach social studies	Lesson Plan Presentation, Final-Popular Culture Unit Plan, Adolescent Literature Book Reflection KAS ML/HS SS 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20	1.1, 1.3, 1.4, 3.3	Standards 1- 8	NCSS 1-10	Domains 1-4

Integrate various technological and creative resources into social studies planning	Lesson Plan Presentation, Final-Popular Culture Unit Plan KAS ML/HS SS 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20	1.1, 1.3, 1.4	Standards 5-7	NCSS 4, 8	Domains 1, 3
Design summative assessments aligned with unit objectives	Lesson Plan Presentation, Final-Popular Culture Unit Plan, Adolescent Literature Book Reflection KAS ML/HS SS 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20	1.1, 1.3, 1.4	Standards 4-7	NCSS 1-10	Domains 1-4
Develop lesson plans in the KTIP format	Lesson Plan Presentation, Final-Popular Culture Unit Plan KAS ML/HS SS 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20	1.1, 1.3, 1.4	Standards 1-8	NCSS 1-10	Domains 1-4

OBJECTIVES

Pre-service teachers will learn a variety of middle grades and secondary social studies skills, strategies and activities that can be utilized in their middle and secondary classrooms (Grades 5-12) (KY Teaching Standards, 1.1, 1.3, 1.4,

2. understand the student centered constructivist approach to social studies education and how it applies to social studies teaching and learning (KY Teaching Standards, 1.3). Lesson Plan Presentation, Final-Popular Culture Unit Plan, Classroom Activities.

3. understand the perennialist (traditional) approach to social studies education and how it applies to social studies teaching and learning (KY Teaching Standards, 1.3). Lesson Plan Presentation, Final-Popular Culture Unit Plan, Classroom Activities.

4. improve their own communication skills through writing, teaching and presentation assignments (KY Teaching Standards, 1.3). Lesson Plan Presentation, Final-Popular Culture Unit Plan, Exam, Adolescent Book Reflections.

5. understand the integral role of multiculturalism and diversity in social studies classrooms (KY Teaching Standards, 3.3). Lesson Plan Presentation, Adolescent Book Reflections, Classroom

Activities.

6. make connections between universal concepts and activities from their social studies methods text with progressive social studies teaching. (KY Teaching Standards, 1.3). **Reading Homework, Exam, Lesson Plan Presentation, Adolescent Book Reflections.**

7. understand the role that current events play in social studies classrooms (KY Teaching Standards, 1.1, 1.2, 1.4). **Classroom Activities.**

Content Objectives (Aligned with National Council for the Social Studies [NCSS] themes and Common Core Standards [CCS]):

The pre-service teacher will demonstrate knowledge of the following:

1. help learners apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity (NCSS 2.1, CCSS.ELA-LITERACY.RH.11-12.7)

2. provide learners with opportunities to investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment (NCSS 2.1, CCSS.ELA-LITERACY.RH.11-12.1, CCSS.ELA-LITERACY.RH.11-12.7)

3. enable learners to apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues (NCSS 2.5, CCSS.ELA-LITERACY.RH.11-12.1)

4. Enable learners to understand how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding (NCSS 9.1, CCSS.ELA-LITERACY.RH.11-12.1)

Purpose and Kentucky Teaching Standards Alignment:

The purpose of this course is to teach students the curriculum standards and teaching methods necessary for a professional career as an elementary social studies teacher. The course addresses these Kentucky Teacher Standards (means of assessment in boldface):

STANDARD 1: *The teacher demonstrates applied content knowledge.*

1.1 Communicates concepts, processes, and knowledge.

Final-Popular Culture Unit Plan, Lesson Plan Presentation

1.2 Connects content to life experiences of student.

Final-Social Studies Lesson Plan, Final-Popular Culture Unit Plan, Lesson Plan Presentation

1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.

Final-Social Studies Lesson Plan, Lesson Plan Presentation

1.4 Guides students to understand content from various perspectives.

Lesson Plan Presentation, Final-Popular Culture Unit Plan

STANDARD II: *The teacher plans and designs instruction*

2.1 Develops significant objectives aligned with standards.

Lesson Plan Presentation, Final-Popular Culture Unit Plan 2.2 Uses contextual data to design instruction relevant to students.

Final-Popular Culture Unit Plan, Lesson Plan Presentation

2.3 Plans assessments to guide instruction and measure learning objectives.

Final-Popular Culture Unit Plan, Lesson Plan Presentation

2.4 Plans instructional strategies and activities that address learning objectives for all students.

Final-Popular Culture Unit Plan, Lesson Plan Presentation

2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.

Final-Popular Culture Unit Plan, Lesson Plan Presentation

STANDARD III: *The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

3.1 Communicates high expectations.

Final-Popular Culture Unit Plan, Lesson Plan Presentation

3.2 Establishes a positive learning environment.

Final-Popular Culture Unit Plan, Lesson Plan Presentation

3.3 Values and supports student diversity and addresses individual needs

Final-Popular Culture Unit Plan, Lesson Plan Presentation

3.4 Fosters mutual respect between teacher and students and among students.

Final-Social Studies Lesson Plan, Lesson Plan Presentation

STANDARD IV: *The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.

Final-Popular Culture Unit Plan, Lesson Plan Presentation

4.2 Implements instruction based on diverse student needs and assessment data.

Final-Popular Culture Unit Plan, Lesson Plan Presentation

4.3 Uses time effectively.

Final-Popular Culture Unit Plan, Lesson Plan Presentation

4.4 Uses space and materials effectively.

Final-Popular Culture Unit Plan, Lesson Plan Presentation

4.5 Implements and manages instruction in ways that facilitate higher order thinking.

Final-Popular Culture Unit Plan, Lesson Plan Presentation

STANDARD VI: *The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, community, and conduct research.*

6.1 Uses available technology to design and plan instruction.

Final-Popular Culture Unit Plan, Lesson Plan Presentation

6.2 Uses available technology to implement instruction that facilitates student learning.

Final-Popular Culture Unit Plan, Lesson Plan Presentation

STANDARD VII: *The teacher reflects on and evaluates specific teaching/learning situations and/or programs.*

7.1 Uses data to reflect on and evaluate student learning.

Final-Popular Culture Unit Plan, Lesson Plan Presentation

7.2 Uses data to reflect on and evaluate instructional practice.

Final-Popular Culture Unit Plan, Lesson Plan Presentation

7.3 Uses data to reflect on and identify areas for professional growth.

Final-Popular Culture Unit Plan, Lesson Plan Presentation

STANDARD IX: *The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.*

9.1 Self assesses performance relative to Kentucky's Teacher Standards.

Final-Popular Culture Unit Plan, Lesson Plan Presentation

9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.

Final-Popular Culture Unit Plan, Lesson Plan Presentation

1000 Points Total

Classroom Activities/ Course Engagement (30 points):

Students will be graded based on their engagement with classroom activities, assignments and readings, as well as disposition toward the course in general. This will include but is not limited to their enthusiasm and willingness to learn new concepts and be open-minded during course activities. Students will be held

to the COEHS code of conduct and their dispositions may also affect how they are graded on this section. Please be respectful to your colleagues and the instructor.

NOTE: Texting or using laptops for activities other than course related ones will adversely affect this grade.

1. Classroom Activities/ Course Engagement (35 points):

Students will be graded based on their engagement with classroom activities, assignments and readings, as well as disposition toward the course in general. This will include but is not limited to their enthusiasm and willingness to learn new concepts and be open-minded during course activities. Students will be held to the COEHS code of conduct and their dispositions may also affect how they are graded on this item. Please be respectful to your colleagues and the instructor. Lack of respect and rudeness toward classmates or the instruction can result in loss of ALL engagement points.

NOTE: Texting or using laptops for activities other than course related ones will adversely affect this grade.

STUDY PARTNER- Please identify someone in the class who you can get notes or assignments from in the event you have to miss. Please get their contact information. Time does not permit me to get you caught up when you miss, please check-in with your partner.

2. Course Journal (50 points):

NOTEBOOK

Due: December 6

Much of this class is centered on in-class and out of class activities that call for you to critically engage and reflect upon social studies activities, readings and other course content and materials. You will designate a notebook to record all in-class activities and assignments. I will notify you of what out of class activities to include in your journal. This grade will be based on the degree that you are highly and seriously engaged in responding to social studies activities, writing prompts and/or media the instructor might present. Be sure to attend all classes because missing a class is not an excuse for missing in-class assignments. CAN BE TYPED AND PRINTED. *Please see a colleague to find out what you missed.*

3. Reading Homework Response/Analysis 4 @ 25 points (100 points):

The Homework is designed to ensure that you process and keep up with the assigned readings. For every few chapters you read from your social studies methods text (Chapin book) you will offer a response/ analysis.

**Due dates and specific chapters assigned are listed below in the course calendar.*

Please do the following for each reading assignment:

- a. 2-3 Sentences discussing main ideas/concepts from the chapters. In addition, highlight: What are similarities and what are differences between the chapters?
- b. 1-2 sentences discussing how concept(s) from the readings relate to your social studies teaching.
- c. Identify and define seven key terms from the chapters.

NOTE: Just do ONE outline for each group of chapters.

4. Young Adult Literature Summaries 3 @ 25 points (75 points): PLEASE TYPE

You are to do a short response for following:

African American Women of the West: September 27

My Brother Sam is Dead: October 18

Night: November 8

Please do the following for each reading response:

- a. Brief summary (2 sentences).

- b. Three key passages/quotes that stand out to you for class discussion (Please include page numbers).
 - c. Briefly discuss why you chose each passage.
 - d. Connection to local and national social studies standards (Write out the standard).
 - e. How does it connect to social studies themes?
 - f. What are ways you could incorporate it into your social studies teaching?
- Half page to a page maximum.

5. Lesson Plan Presentation (100 points)

Students will be assigned to a group to teach a social studies lesson. A rubric will be provided with more details. *Please attach rubric and staple when turning.* **The EDU 391/394 field experience course is a co-requisite to the EDU 348 course. In addition to teaching this lesson plan to your peers you will develop social studies lesson and unit plans as appropriate to your placement in the field experience course. Once approved by your university and P-12 clinical educators, you will teach those lesson/unit plans to the middle grades students in your field experience classes.**

6. Group Virtual Museum Assignment: (160 points)

Due: October 4

Students will be assigned to a partner to explore a museum website from the list provided on Blackboard and write a 1-2 page reflection on how you would use it in social studies teaching. Be prepared to do a short presentation to the class. A rubric will be provided with more details. *Please attach rubric and staple when turning in.*

7. Mid-term Exam (210 points)

Due: October 25

The *TAKE HOME* midterm exam will be based on material from the course, readings and lectures. Will include the young adult literature material read up unto that point also.

8. Final Part One –Popular Culture Presentation of Unit (100 points):

Due: December 6

A rubric will be provided with more details. *Please attach rubric and staple when turning*

9. Final Part Two –Popular Culture Unit Plan (170 points):

Due: Wednesday December 13, 2pm

Students will do a social studies unit lesson plan that incorporates a significant amount of popular culture and media. A rubric will be provided with more details. *Please attach rubric and staple when turning*

NOTE: The presentation is due on the final day of the course.

Course Assignments and Grading

Student Activities, Evaluation, and Grading Policy:

Students will attend all class meetings and participate in class discussion and group activities. In addition, students will complete the following assignments:

ASSIGNMENT	POINTS
1. Classroom Activities/ Course Engagement	35
2. Course Journal	50
3. Reading Homework	100
4. Young Adult Literature Summaries	75
5. Lesson Plan Presentation	100
6. Group Virtual Museum Assignment	160
7. Mid-term Exam	210

8. Final Part One- Popular Culture Presentation	100
9. Final Part Two- Popular Culture Unit Plan	170
TOTAL	1000

Grading Scale:

Letter Grade	Points	Grade Point
A	950-1000	4.00
A-	930-949	3.67
B+	910-929	3.33
B	870-909	3.00
B-	850-869	2.67
C+	830-849	2.33
C	770-829	2.00
C-	750-769	1.67
D+	730-749	1.33
D	700-729	1.00
F	699 and below	

Description of Course Projects:

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

Mid-term Grade: Mid-term grades will be posted in myNKU by the deadline established in the Academic Calendar.

Final Examination Information:

FINAL EXAM: **Due:** Wednesday December 13, 2pm.

COURSE POLICIES/MISC:

READINGS: All reading assignments should be completed according to the schedule below. Bring your books to class - we will be using them for class activities. If you do not read, you will not be successful in the class.

ATTENDANCE: You are permitted two absences. Upon the third absence you receive the reduction of one overall letter grade. Example: You would go from a B- to a C-. Upon the fifth absence you will drop down an additional letter grade. In this case the highest grade one can receive in the course is a "C."

A sixth absence constitutes failure of the of course, upon which case you should drop the course.

Tardiness: Please be on time to class. *Two instances of tardy equal one absence. Leaving class early counts as one tardy.*

COMMUNICATION WITH PROFESSOR:

I will be available to answer e-mails within a 36 to 48 hour period and am *not* available for e-mails on either Saturdays or Sundays. If you send an e-mail on Friday, you can expect a response on the following Monday unless I have indicated that I am out of the office and/or unavailable. Include the course prefix and section number in the subject line of the e-mail message. Due to increased spam, I generally delete any messages without subject lines or with subject lines I do not recognize.

MAKEUP POLICY/LATE ASSIGNMENTS:

There will be no makeups. *This applies to all assignments.* Accordingly, your best strategy is to do the very best you can on every assignment and to turn in the assignments on time—**late assignments will not be accepted.** Assignments not completed will be assigned a numeric grade of zero. I do not accept papers sent via email.

All written assignments must be turned in by the assigned date/time—assignments will **not** be accepted after this time for any reason (for example, if they are e-mailed, placed under my office door, or in my mailbox.)

NOTE: Serious incidents such as deaths in the family, serious illness (such as hospitalization), child birth, or life threatening auto accidents may constitute excuse for make-up work. Provided documentation is submitted.

USING BLACKBOARD:

You will find extensive course material on the course Blackboard site. Simply log in to <http://learnonline.nku.edu> and go from there. You will find various documents, including activities, a copy of this syllabus, your grades, and much more on the site. The site also has a section for messages, and we will be able to contact each other through e-mail, virtual chats, and an electronic discussion board on the site whenever necessary.

Once you have logged into Blackboard, you can update your e-mail address in the Student Tools section if you prefer to use a different one. Be sure to keep this section updated as messages and communication throughout the semester will be conducted via e-mail and the announcements section. In the case of inclement weather, check the Blackboard course site for further information.

It is highly recommended that you access the course Blackboard site *at least* once a week. Postings of lecture notes, readings, and announcements will occur on a frequent basis.

CLASS FACEBOOK PAGE: I have also set up a Facebook site for students and will set up a special group for this class. Please send me a friend request and I will add you to the group. This Facebook account is for questions you might have about assignments or the class in general or for you to correspond with me during virtual office hours. You can find the page by searching “**David Childs Phd**”.

PROFESSIONALISM/NETIQUETTE/E-MAIL GUIDELINES AND EXPECTATIONS:

Professional behavior is of paramount importance for educators. It is expected that you behave in a professional and collaborative manner as a member of this learning community. Self-responsibility, a positive attitude, and dispositions that demonstrate respect for learners, parents, peers, and professors with whom you interact during this course are expected and highly valued.

Professionalism is measured by indicators such as being on time for class; attentive, engaged behavior during class; being prepared for class discussions based on the assigned readings; staying for the entire class period; interacting respectfully with professor and peers; and completing all assignments.

Cell phones should be turned off or to silent during class. If you must send a text or other communication, please leave the room to do so. Laptops/ netbooks/ iPads/ tablets are encouraged and permitted to be used for class purposes only. **If you are using a laptop or other device to access non-class related sources** (ie—Facebook, Twitter, YouTube, email, general web-surfing, game playing, etc.) **it will affect your overall grade.**

We will be extensively using Blackboard, email and web-based resources as part of this class. Every time you link to enter your NKU virtual classroom and supporting NKU sites, your communications are open to anyone and everyone to see. And if you are not careful, these communications may get you into trouble. Online communications include e-mails, chat rooms, attachments, links, virtual chats, and instant messages. Avoid trouble—do not use language that includes harassing language threatening language, discriminatory language or language that could be a copyright violation. Remember that not everyone’s sense of humor is like yours. Some are more easily offended than others are; so if you have any doubts, do not send or post it!

Failure to demonstrate professional behaviors will have an immediate and severe impact on a student's grade. Consistent shortcomings in the above areas will lead to a student's dismissal from the Teacher Education Program. For further information, refer to the COEHS Code of Ethics.

CHEATING:

Anyone who copies answers from another person or uses any other means to cheat, will receive an automatic "F" for the exam or assignment. The "F" will have a numeric value of zero and will be averaged in with your other grades, which will greatly jeopardize your chances of passing the class. A summary of the event will be sent to the Department Chair, the College of Education and Human Services Associate Dean for Undergraduate Programs, and the Dean of Students.

STUDENT HONOR CODE: The 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.

The purpose of the Honor Code is to establish standards of academic conduct for students at Northern Kentucky University and to provide a procedure that offers basic assurances of fundamental fairness to any person accused of violations of these rules. Each Northern Kentucky University student is bound by the provisions of the Honor Code and is presumed to be familiar with all of its provisions. Students also should aspire to conduct themselves in a manner that is consistent with the highest degree of ethical integrity in all matters, whether covered in the Honor Code or not. The success of this commitment begins in the diligence with which students uphold the letter and the spirit of the Honor Code. Students may view the complete honor code at <http://deanofstudents.nku.edu/policies/student-rights.html#policies>.

In addition, students in the education programs must also adhere to the education programs' Code of Ethics: http://coehs.nku.edu/content/dam/coehs/docs/COEHS_code_ethics_20.doc and the Professional Code of Ethics for Kentucky School Certified Personnel: <http://www.kyepsb.net/legal/ethics.asp>.

STUDENT EVALUATION OF COURSE INSTRUCTOR: Northern Kentucky University takes Instructor and Course Evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of NKU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks* prior to the end of each semester classes, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments.

Student evaluations of courses and instructors are regarded as strictly confidential. They are not available to the instructor until after final grades are submitted, and extensive precautions are taken to prevent your comments from being identified as coming from you. Students who complete an evaluation for a particular course (or opt out of doing so in the evaluation) will be rewarded for their participation by having access to their course grade as soon as that grade is submitted by the instructor. On the other hand, any student who does not complete the course evaluation (or opt out of doing so in the evaluation) should expect to incur a two week delay in access to his or her course grade beyond the university's official date for grade availability. To complete online evaluations go to <http://eval.nku.edu>. Click on "student login" and use the same USERNAME and PASSWORD as used on campus.

In addition, you should be aware of:

- Evaluations can affect changes in courses. Evaluations without comments are less valuable and less credible than those filled out thoughtfully. Comments that are expressed well are more effective than those that are not.
- Positive feedback is just as important as criticism. Moreover, negative evaluations without any explanation and specifics are not especially useful.
- Once grades are submitted, all evaluations are read not only by the instructor, but also by the instructor’s department chairperson.
- Evaluations not only provide feedback to your instructor, but also provide information to the department chair for use in performance evaluations. This information affects reappointments, promotions, salaries, and teaching assignments.

ACCOMODATIONS DUE TO DISABILITY: Northern Kentucky University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. Students with disabilities: If you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Disability Programs and Services Office in SU 303. To receive academic accommodations for this class, please obtain the proper DPS forms and meet with me at the beginning of the semester. More information on Disability Services can be found at <http://disability.nku.edu>.

Tentative Course Schedule

Date	Topic	Reading	Assignments Due
WEEK ONE 8/31	Syllabus – Assignments Course Introduction What is Social Studies? Standards	Read: Ch.1 in Chapin text Read: “My Brother Sam is Dead”	
WEEK TWO 8/30	Middle and Secondary Social Studies	Read Ch. 2 in Chapin text Continue reading “My Brother Sam is Dead”	
WEEK THREE 9/6	Planning for the SS Popular Culture and SS	Continue Reading: Ch. 2 in Chapin text	
WEEK FOUR 9/13	No Class- Meet on Friday 9/15 at National Teacher Diversity Symposium.	Read: Ch. 2 in Chapin text Continue reading “My Brother Sam is Dead”	
WEEK FIVE 9/20	Instructional Methods	Read: Ch. 3 in Chapin text	Due: Ch. 1-2 Response/Analysis Chapin Homework #1
WEEK SIX 9/27	Student Centered Strategies	Read: Ch. 4 in Chapin text	Due: “African American Women of the West” Summary
WEEK SEVEN 10/4	Student Centered Strategies Standards	Read: Ch. 6 in Chapin text Continue reading My Brother Sam is Dead	Due: Group Virtual Museum Assignment
WEEK EIGHT 10/11	Teaching History	Read: Ch. 6 in Chapin text Begin Reading “Night”	Due: Ch. 3-4 Response/Analysis Chapin Homework #2
WEEK NINE 10/18	Teaching History	Read: Ch. 7 in Chapin text Continue Reading “Night”	Due: “My Brother Sam is Dead” Summary

WEEK TEN 10/25		Read: Ch. 7 in Chapin text	Due: Take Home Midterm Exam
WEEK ELEVEN 11/1	Civic and Global Ed	Read: Ch. 8 in Chapin text Continue Reading “Night”	Due: Ch. 6-7 Response/Analysis Chapin Homework #3
WEEK TWELVE 11/8	Civic and Global Ed	Read: Ch. 8 in Chapin text	Due: “Night” Summary
WEEK THIRTEEN 11/15	Walking field trip to library. Journal entry.	Read: Ch. 9 in Chapin text	
WEEK FOURTEEN 11/22	Thanksgiving Break-No Class	Read: Ch. 9 in Chapin text	
WEEK FIFTEEN 11/29	Other Social Studies Disciplines. Questions about final unit plan or course journal.		Due: Ch. 8-9 Response/Analysis Chapin Homework #4
WEEK SIXTEEN 12/6	Pop Culture Unit Plan Presentations. Course Wrap Up.		Due: Course Journal Due: Pop Culture Unit Plan Presentations.

NOTE: The Final Exam (Unit Plan) is due Wednesday December 13, 2pm.

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 course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practicum, studio work and other academic work leading to the award of credit hours.

Estimates of the time required for a typical student to complete course expectations are as follows:

In-Class: 3 days x 50 minutes x 15 weeks	= 37.5 Hours (2250 minutes)
Readings: 8 chapters x 3 hours each	= 24.0 Hours
Reading Homework: 4 assignments x 3 hour each	= 12.0 Hours
Lesson Plan Presentation:	= 10.0 Hours
Adolescent Literature Book Reflections	= 20.0 Hours
Social Studies Game Project:	= 20.0 Hours
Midterm Exam Study: 5 Hours weekly x 8 weeks	= 40 Hours
Final Unit Plan	= 20 Hours

As indicated in the policy, there is a **minimum** expectation for two hours of out-of-class student work for every one hour (50 minutes) of class time. This equates to the following total minimum course time expectation for all academic activities:

- 1 credit hour = 45 hours minimum
- 2 credit hours = 90 hours minimum

- 3 credit hours = 135 hours minimum
- 4 credit hours = 180 hours minimum
- 5 credit hours = 225 hours minimum
- 6 credit hours = 270 hours minimum