

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

EDUC 637

TEACHING SOCIAL STUDIES IN THE MIDDLE SCHOOL

COURSE DESCRIPTION

An analysis of trends and practices of teaching social studies in the middle school, and its contextual relationship to elementary and secondary instruction in social science. An emphasis will be made on how to transfer theory into practice through preparation of activities and materials appropriate for the elementary classroom and critical reflection on those very materials and approaches. Students will plan instruction considering student-based diversity, instructional demands of the field and the best integration of other tools and disciplines.

RATIONALE

Cognitive skills evolved from the need to place a heavier emphasis on content being developed in the General Studies while the technique for communicating those skills to middle-grade children has been designated as the role of the School of Education. In the area of social sciences the focus must be upon the development of cognate skills as opposed to the mere retention of facts. Current teachers must stay abreast of the latest approaches to instructional practice in middle education social studies, to include general philosophical approaches and specific tools and techniques.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Analyze the 10 thematic strands of social studies education as espoused by the National Council for the Social Studies (NCSS).

- B. Evaluate the basic philosophical approaches to social studies instruction in the middle school.
- C. Discuss effective planning capabilities, reflecting critically upon choices made in design as applied to social studies instruction in the middle school.
- D. Integrate varying disciplines and tools into instructional design for social studies education in the middle school.
- E. Create activities and approaches for the instruction of social studies in the middle school that reflect best practices and instructional considerations.
- F. Discuss various methods of integrating biblical principles in the social studies classroom.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations

- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (6)

Discussion boards are collaborative learning experiences. Therefore, there will be 6 Discussion Board Forums in this course. The original thread in answer to the Discussion Board Forum question posed must be **400–500** words. This parameter helps to promote writing that is both thorough and yet concise enough to permit other candidates to read all the posts. Appropriate references should be made in current APA format. First person voice is allowed in candidates' posts. There are to be at **least 2 replies** to other candidates' original threads. Each interaction reply must be between **200 and 250 words**.

- D. Advising Guide Quiz(1)

There will be 1 Advising Guide Quiz in Module/Week 1. This is a requirement for the School of Education. Complete t This literature will include professional journals, academic papers, and research articles from ERIC and other educational databases available online through Liberty's library. his quiz before Week 2/Module 2.

- E. Technology Portfolio

For this assignment, the candidate will identify forms and applications of technology for use in a middle school social studies classroom and will describe the general applications of these technologies, specific applied activities in the general social studies arena, and provide an evaluation. A portfolio of 10 technologies (2 uses for each of the 5 categories) is to be developed. These technologies could be used in a middle school social studies classroom. Identify general uses, align appropriate national social studies standards, potential activities, and good and bad points to that technology's use to receive full credit.

F. Literature Review

For this assignment, a topic will be selected in the general area of social studies instruction in middle-grade education, and candidates will examine accompanying literature related to that topic to identify the latest trends and issues. This literature will include professional journals, academic papers, and research articles from ERIC and other educational databases available online through Liberty's library. Ultimately, these results will be put into a PowerPoint presentation of 10–20 slides to identify these trends in middle-grade social studies education associated with a set of identified articles in the literature.

G. Virginia State and Local Civics Education Module

For this assignment, the candidate will complete the Civics Education module found at the Virginia Department of Education. The civics modules serve as [online training](#) required for candidates seeking the elementary endorsement or the middle and/or secondary social science endorsement. The certificate of completion should be uploaded in LiveText and will also be submitted by candidates for Gate 4 licensure paperwork.

H. Lesson Plan

Each candidate is expected to complete a standard lesson plan as part of this course. The standard lesson plan format provided must be used and **all materials must be included as Appendices or Attachments in the final submission.**

I. Unit Portfolio

Each candidate will produce a unit of instruction. The elements are provided. The plan will be given as a PowerPoint presentation with **a maximum of 20 slides**. The intent of this project is to help the candidate see **the big picture** for instructional design with regard to a specific topic.

J. Strategies Portfolio

Each candidate will select 5 chapters from the Obenchain textbook and write a strategy similar to what the text teaches.

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (6 at 25 pts ea)	150
Technology Portfolio	150
Literature Review:	
Topic	10
Presentation	200
Lesson Plan	100
Civics Education Module	15
Unit Portfolio	225
Strategies Portfolio	150
Total	1010

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 0–679

C. Disability Assistance

Candidates with a documented disability may contact Liberty University Online’s Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty’s [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

VII. VDOE REGULATION COMPLIANCE

VDOE Competency	Course Evidence
<p>8VAC20-543-130 The program in middle education 6-8 with at least one area of academic preparation shall ensure that the candidate has demonstrated the following competencies: 1. Methods. j. The ability to use technology as a tool for teaching, learning, research, and communication;</p>	<p>Reading: Assignment:</p>
<p>8VAC20-543-130</p>	<p>Reading:</p>

<p>The program in middle education 6-8 with at least one area of academic preparation shall ensure that the candidate has demonstrated the following competencies:</p> <p>3. History and social sciences.</p> <p>b. Understanding of the nature of history and social sciences and how the study of these disciplines helps students go beyond critical thinking skills to help them appreciate:</p> <p>(1) The significance of the past to their lives and to society;</p>	<p>Assignment:</p>
<p>8VAC20-543-130</p> <p>The program in middle education 6-8 with at least one area of academic preparation shall ensure that the candidate has demonstrated the following competencies:</p> <p>3. History and social sciences.</p> <p>b. Understanding of the nature of history and social sciences and how the study of these disciplines helps students go beyond critical thinking skills to help them appreciate:</p> <p>(2) Diverse cultures and shared humanity;</p>	<p>Reading:</p> <p>Assignment:</p>
<p>8VAC20-543-130</p> <p>The program in middle education 6-8 with at least one area of academic preparation shall ensure that the candidate has demonstrated the following competencies:</p> <p>3. History and social sciences.</p> <p>b. Understanding of the nature of history and social sciences and how the study of these disciplines helps students go beyond critical thinking skills to help them appreciate:</p> <p>(3) How things happen, how they change, and how human intervention matters;</p>	<p>Reading:</p> <p>Assignment:</p>
<p>8VAC20-543-130</p> <p>The program in middle education 6-8 with at least one area of academic preparation shall ensure that the candidate has demonstrated the following competencies:</p> <p>3. History and social sciences.</p> <p>b. Understanding of the nature of history and social sciences and how the study of these disciplines helps students go beyond</p>	<p>Reading:</p> <p>Assignment:</p>

<p>critical thinking skills to help them appreciate: (4) The interplay of change and continuity;</p>	
<p>8VAC20-543-130 The program in middle education 6-8 with at least one area of academic preparation shall ensure that the candidate has demonstrated the following competencies: 3. History and social sciences. b. Understanding of the nature of history and social sciences and how the study of these disciplines helps students go beyond critical thinking skills to help them appreciate: (5) Historical cause and effect;</p>	<p>Reading: Assignment:</p>
<p>8VAC20-543-130 The program in middle education 6-8 with at least one area of academic preparation shall ensure that the candidate has demonstrated the following competencies: 3. History and social sciences. b. Understanding of the nature of history and social sciences and how the study of these disciplines helps students go beyond critical thinking skills to help them appreciate: (6) The importance of individuals who have made a difference in history and the significance of personal character to the future of society;</p>	<p>Reading: Assignment:</p>
<p>8VAC20-543-130 The program in middle education 6-8 with at least one area of academic preparation shall ensure that the candidate has demonstrated the following competencies: 3. History and social sciences. b. Understanding of the nature of history and social sciences and how the study of these disciplines helps students go beyond critical thinking skills to help them appreciate: (7) The relationship among history, geography, civics, and economics; and</p>	<p>Reading: Assignment:</p>
<p>8VAC20-543-130 The program in middle education 6-8 with at least one area of academic preparation</p>	<p>Reading: Assignment:</p>

<p>shall ensure that the candidate has demonstrated the following competencies:</p> <p>3. History and social sciences.</p> <p>b. Understanding of the nature of history and social sciences and how the study of these disciplines helps students go beyond critical thinking skills to help them appreciate:</p> <p>(8) The difference between fact and conjecture, evidence and assertion, and the importance of framing useful questions.</p>	
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COURSE SCHEDULE

EDUC 637

Textbooks: Chapin, *A Practical Guide to Middle and Secondary Social Studies* (2015).
Obenchain & Morris, *50 Social Studies Strategies for K–8 Classrooms* (2015).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Chapin: ch.1 Obenchain & Morris: chs. 1–3 1 presentation	Course Requirements Checklist Introduction/Welcome DB Advising Guide Acknowledgement DB Forum 1 Literature Review: Topic	10 0 0 25 10
2	Chapin: ch. 2 Obenchain & Morris: chs. 29–30, 50 1 presentation	DB Forum 2 Technology Portfolio	25 150
3	Chapin: ch. 6 Obenchain & Morris: chs. 6, 26, 36, 46 1 presentation	DB Forum 3	25
4	Chapin: ch. 7 Obenchain & Morris: chs. 33, 44 1 presentation	Literature Review: Presentation	200
5	Chapin: ch. 8 Obenchain & Morris: chs. 27, 49 1 presentation	DB Forum 4 Lesson Plan Civics Education Module	25 100 15
6	Chapin: ch. 3 Obenchain & Morris: chs. 4–7 1 presentation	DB Forum 5	25
7	Chapin: ch. 4 Obenchain & Morris: chs. 31, 41–42 1 presentation	DB Forum 6 Unit Portfolio	25 225
8	Chapin: ch. 5 1 presentation	Strategies Portfolio	150
TOTAL			1010

DB = Discussion Board

NOTE: Each course week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.