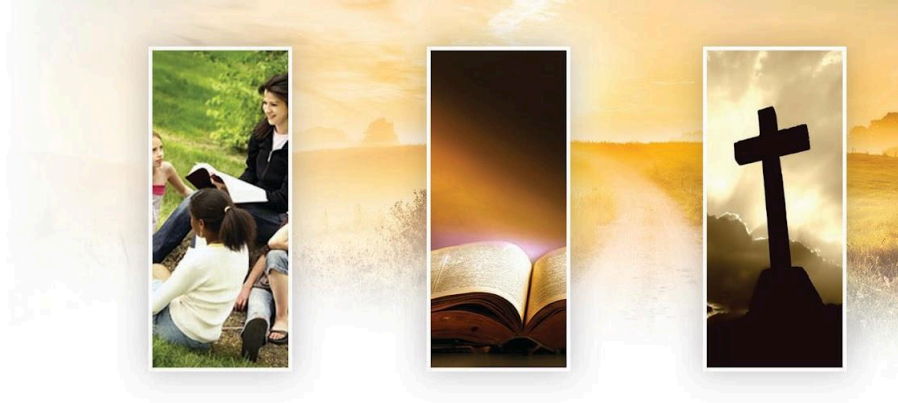
SOUTHERN ADVENTIST UNIVERSITY

Online Campus
Teacher Certification Courses



ELEMENTARY SOCIAL STUDIES METHODS (3 CREDIT HOURS)

Summer 2025:	**June 2-July 11**
Location:	**Online**
Instructor:	**Robert L. Overstreet**
Phone:	**706.272.2345**
Office Hours:	**M-Rh, 9 to 10 A.M., ET**
Email:	robertoverstreet@southern.edu
Live Sessions:	Monday 9 AM on June **2, 9, 16, 30**,

ACADEMIC ONLINE SUPPORT:

For Online Campus related questions, please contact:
Deanna Walker
Online Campus Advisor
Email: online@southern.edu
Office: 423.236.2087

Gus Martin
Online Campus Director
AEA Coordinator
Gmartin@southern.edu
423.236.2083

For technical or system support, please contact:
Greg Merchant, eClass Support Supervisor
Email: eclasshelp@southern.edu
Office: 423.236.2086
Skype: eclasshelp@southern.edu

Sonja Fordham
Director of Writing Center, McKee Library
sfordham@southern.edu
423.236.2384

For course related questions, please contact:

Debra Maxwell
eClass Coach
debramaxwell@southern.edu

System Requirements

For system requirements, visit this page: https://www.southern.edu/academics/online-campus/online_FAQ.html

SABBATH POLICY

Southern Adventist University, including Online Campus, share the belief in honoring the seventh-day Sabbath as a day of rest, worship, and freedom from academic pursuits. The Sabbath, as it is celebrated on the SAU campus, begins at sundown on Friday and ends at sundown on Saturday each week. Southern's Online Campus respects the personal beliefs of each student enrolled in online courses, and the freedom to make personal choices about when and how to worship. Please know, however, that your faculty honor the Sabbath and will not be responding to student emails and concerns during this time.

BIBLICAL FOUNDATIONS OF THE COURSE

The subject matter of this course illustrates the biblical concept of Brotherhood. This course will demonstrate connections concerned with the study of social relationships and the functioning of society relating to history, government, economics, civics, sociology, geography, and anthropology. This concept of brotherhood provides biblical examples, assignments, and assessments.

REQUIRED TEXT

No Textbook Required.

STUDENT AUTHENTICATION

To ensure the integrity of the education Southern Adventist University provides, it is critical that students who are enrolled in distance education courses adhere to university policies related to Academic Honesty and that students who enroll in distance education courses and programs are the same students who complete and submit work and assignments in those courses or programs. Violation of this policy will be considered Academic Dishonesty and will be dealt with according to the Procedures for Handling Academic Dishonesty (Southern Adventist University 2017-2018 Catalog, p. 32). The full statement from the Higher Education Opportunity Act of 2008 (HEOA), can be found here.

All students, including those who enroll in a distance education course at Southern Adventist University, are required to authenticate their identity at the time of initial registration in their first semester at Southern. Students who do not authenticate their identity during the semester in which they are asked to do so will receive an incomplete in the online course(s) they are currently enrolled in. This incomplete will become an F at the end of the semester if the authentication has not been completed. The student will also be barred from registering for any online class in subsequent semesters until the authentication is completed. You will receive information from your teacher, Online Campus and/or the IT Help Desk about how to authenticate

Mission Statement

The Seventh-day Adventist Church recognizes teaching as a ministry and, therefore, an essential element in spreading the Gospel to the entire world. By fostering a growing relationship with Jesus Christ, our Creator and Redeemer, Seventh-day Adventist teachers have the privilege of leading and encouraging students on their journey toward wholeness. The online teacher certification courses are designed for professionals who teach in Seventh-day Adventist schools. The focus is to advance scholarship and innovative teaching and learning practices to meet the needs of today's diverse learners. The courses will provide opportunities for collegiality, discussion of important issues, and collaboration while utilizing the best available technology to promote excellence in teaching and learning.

Attendance and Excused absences

Attendance and Excused Absences. In an online class, attendance looks different than it does in a face-to-face course. For the most part, other than on Sabbath, you should enter eClass daily, especially given that this course is an intensive. Please note that the professor and course coach check logs of eClass to ensure that students are actively engaging with the course materials. If you are inactive or miss an assignment, you will be contacted. If an assignment has not been submitted by the due date, a grade of zero is entered in the gradebook. If you wish to submit that assignment, please contact the professor to find out if you may and what procedures should be followed unless that information is provided in the gradebook comment accompanying your grade of 0. On days and times designated in the Course Schedule, we will hold a class meeting where we will have a worship thought, a brief review of that week's content, and a time for questions and clarification. Please plan to attend these meetings. Attendance is STRONGLY encouraged. If for some reason you cannot attend, each session will be recorded. We will generate a link to that recording and place it in eClass in the week in which the meeting took place.

Reporting an Illness. Personal/family emergencies do sometimes occur, and in such an event, please contact the instructor as soon as possible. Documentation may be requested.

Extra Credit Work. No extra credit work will be granted.

COURSE ACCESS AND TEACHER CERTIFICATION INFORMATION

The website for course access is http://eclass.e.southern.edu/. Here you will find an electronic version of the syllabus, descriptions of course activities and projects, and links to a variety of resources, including Southern Adventist University webmail, McKee Library, Campus Bookstore, and tutorials. If you are unable to access your class or account please contact you eClass Coach (listed above)

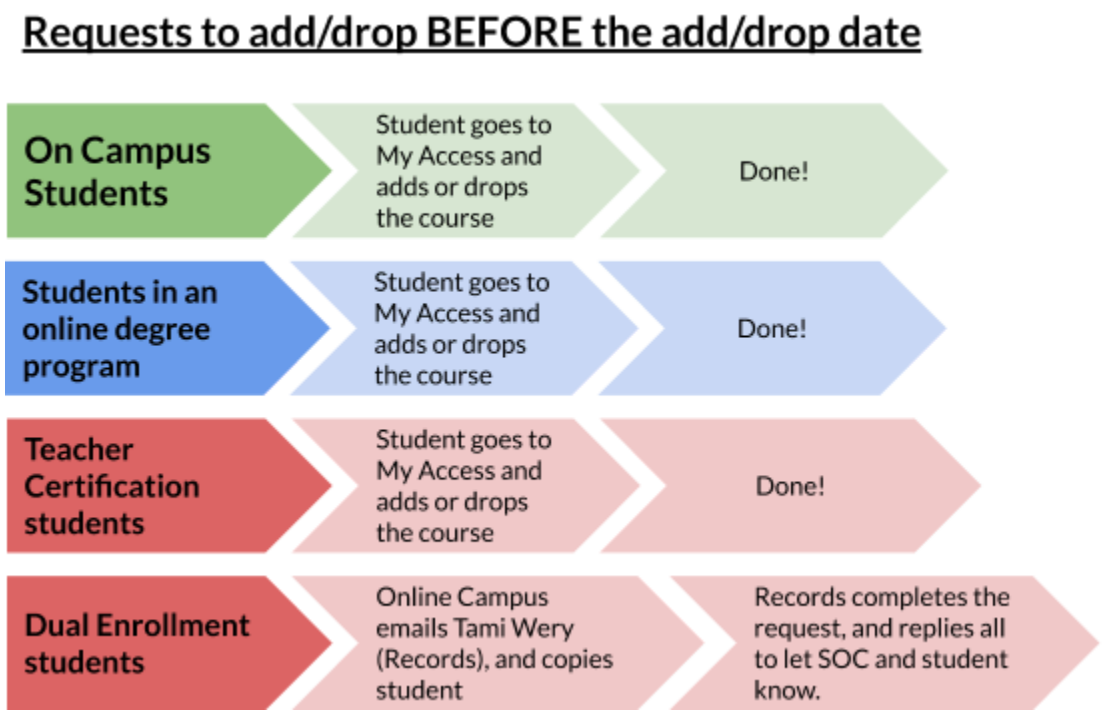
Transcripts: It is your responsibility to request a transcript to be sent to your parent institution and/or your union registrar. You may access more information at http://www.southern.edu/administration/records/transcripts.html

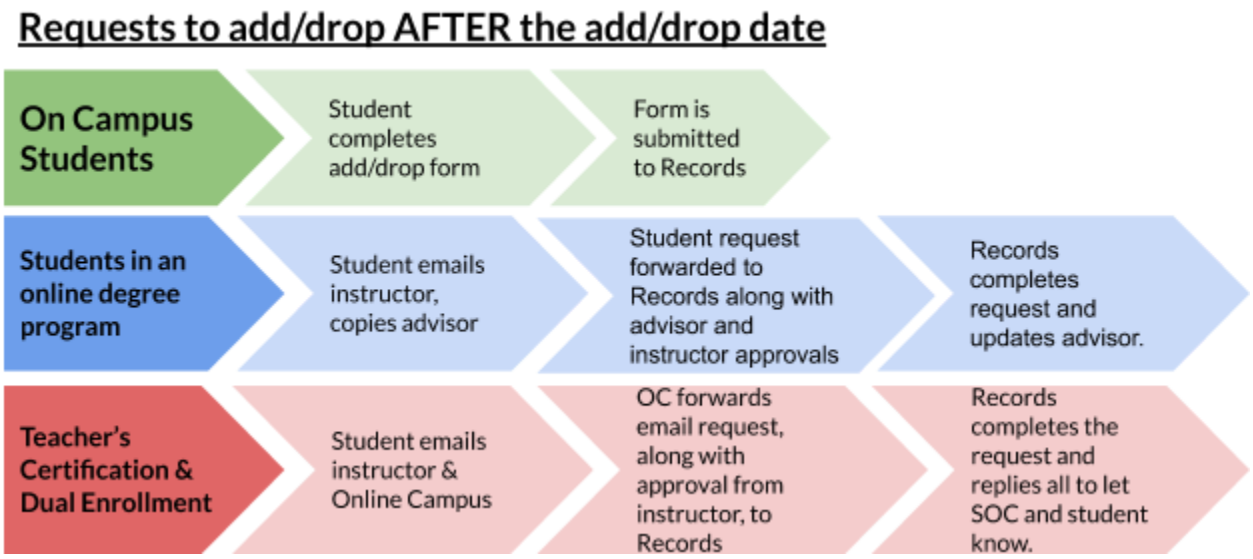
Accommodation for Disabilities. During short summer sessions, in keeping with university policy, any student who believes they may need an accommodation based on the impact of a disability or learning challenge should

contact Disability Support Services at 423-236-2544 or stop by Lynn Wood Hall, room 1082 as soon as possible to arrange a confidential appointment with the Disability Services Director. Please note that accommodations are not retroactive and cannot be implemented until faculty or staff members have received the official Letter of Accommodation from DSS. Specific details of disabilities remain confidential between students and DSS unless a student chooses to disclose or there is a legitimate academic need for disclosure, which is on a case-by-case basis. For further details, visit the Disability Support Services website at https://www.southern.edu/administration/student-success/disability/ For online courses, please include the following e-contact information (placed after on-campus contact information):

- Students taking online courses from off-campus locations may also contact the DSS through email at dss@southern.edu.

DROPS/INCOMPLETES





Dropping a class and completing all parts of the process to ensure that a class is dropped is the student's responsibility. Failure to comply with this procedure may result in a failing grade for the course. A grade of Incomplete (I) will be given only under extreme circumstances. Students must complete a written request for an Incomplete before any extensions will be considered. According to the policy of the College, any incomplete (I) grade that is not removed by the end of the following term (fall, winter) will automatically become an "F." **It is the student's responsibility to make arrangements with the professor to complete the course on time.**

Tuition Refund. A student who drops a class will/will not receive a tuition refund based on the date he or she is officially dropped from the course. Consult the Undergraduate or Graduate Handbook for the semester dates by which you must drop a class in order to receive a tuition refund.

Note: Because the Summer sessions are condensed into a shorter period of time than the fall and winter semesters, please note the following important dates regarding dropping and adding:

Last date with no charge: Jun-02-2025
Fee charged: Jun-03-2025
Last day to add: Jun-06-2025
Last day to drop: Jul-06-2025

GENERAL FEEDBACK FROM STUDENTS

You will be asked for your feedback once during the semester by responding to a survey that will be posted in the class. All comments will be kept confidential but will be used to help the instructor pace the course and review the effectiveness of assigned activities.

Course Evaluation. Southern requires all students enrolled in courses, on campus or online, to complete course evaluations as part of the ongoing process of improving course delivery and academic standards. As an online student, you are encouraged to fill out the course evaluation. A few minutes of your time and your honest feedback will assist your professor in shaping the course for future semesters and will provide academic

administration additional information regarding the professor's qualification when his or her professional portfolio is reviewed. **The faculty welcome your feedback and would like to strongly encourage you to add your own comments, both telling them how you were positively impacted and if you have any suggestions for improvement.**

You may access the course evaluation at http://myaccess.southern.edu/apps/courseevaluation.

1. Log in using your Southern username and password.
2. Choose the professor and class you wish to evaluate from the list you see.

All comments and evaluations are completely anonymous, and the results are made available to the professor only after grades are submitted to the Records Office. Thank you very much for taking the time to do to this.

Disclaimers. This course syllabus and attached schedule is subject to change at short notice. The instructor will endeavor to keep the changes minimal and communicate changes within the course site on eClass, but change may be necessary during the semester. Kindly be alert to announcements (either via eClass or via email) that may modify the syllabus or schedule. The subject material is often of such nature that there are many good approaches or answers. Therefore, although the instructor is educated and experienced, he/she does not know everything, nor does he/she have the answer to every question that may be asked. In addition, there will be subjects and issues on which he/she may have a biased viewpoint. However, the instructor will make every effort to indicate bias, and learners are free to agree or disagree.

UNIVERSITY STANDARD FOR WRITING

Southern has specific expectations for written work from graduate level scholars. Although you will turn in your papers and other written assignments electronically, the correct mechanics of proper punctuation, sentence structure, and paragraph organization is expected.

You will be required to format your work according to American Psychological Association 6 (APA 6) style. If you are not familiar with that style, we have provided a helpful link https://owl.english.purdue.edu/

SAFE ENVIRONMENT TO LEARN

Students in online courses must recognize that the online classroom is a classroom with expectations for behavior that make that classroom a safe and healthy environment to learn.

When **communicating within the online classroom**, it is important to keep in mind the following guidelines:

- Treat the instructor with respect, even in email or in any other online communication
- Always use your professors' proper title: Dr. or Prof., or if doubt use Mr. or Ms. Unless specifically invited, don't refer to them by first name.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar.
    - Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you"
    - Use standard fonts such as Times New Roman and use a size 12 or 14 pt. Font
    - Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING
    - Limit and possibly avoid the use of emoticons like :)
    - Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or offensive

- Be careful with personal information (both yours and others')
- Do not send confidential information via email

When **emailing** the instructor or others within the class, please keep in mind the following guidelines:

- Use a descriptive subject line
- Be brief
- Avoid attachments unless you are sure your recipients can open them
- Avoid HTML in favor of plain text
- Sign your message with your name and return email address
- Think before you send the email to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click, "reply all"
- Be sure that the message author intended for the information to be passed along before you click the "forward" button

When posting in an **online discussion forum**, please keep in mind the following guidelines:

- Make posts that are on topic and within the scope of the course material
- Take your posts seriously and review and edit your posts before sending
- Be as brief as possible while still making a thorough comment
- Always give proper credit when referencing or quoting another source
- Be sure to read all messages in a thread before replying
- Don't repeat someone else's post without adding something of your own to it
- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point
- Always be respectful of others' opinions even when they differ from your own
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way
- Do not make personal or insulting remarks
- Be open-minded

Academic Integrity/Ethics

SAU is committed to honesty in all things, including academics. Always give credit to any sources you use in your work. Presenting someone else's work as your own is dishonest and will have consequences ranging from a zero on the assignment to a failing grade or even expulsion.
See https://www.southern.edu/administration/academic-administration/docs/academic_honesty.pdf for the procedures followed in dealing with infractions in this arena.

Plagiarism Policy:

- Work that is submitted for credit must be the original work of the learner and specifically prepared for this course.
- Assignments that are not the original work of the learner are considered plagiarized and in violation of the honesty code.

- Plagiarism occurs when another person's work, words, or ideas are represented as one's own without the use of a school-recognized method of citation (e.g., copied from another source such as an author or another co-learner without properly acknowledging the actual writer/author).
- Plagiarism also occurs when knowingly giving or allowing one's own work to be copied or otherwise duplicated by another for academic credit, or when resubmitting one's own work for academic credit.
- Using any content from the Web without citing is plagiarism.
- The penalty for plagiarism may include a grade of F being recorded for the course.

Turnitin is a company Southern Adventist University contracts with that provides resources for students and a service for professors who may need to verify the academic integrity with which papers or projects have been prepared and submitted.

LEARNING COLLABORATIVELY

Due to the nature of recertification coursework, this course is geared to inservice educators and seeks to foster a collegial teaching/learning modality, in which the function of the professor is primarily that of guide and facilitator. The instructional context seeks to attain the highest level of critical thinking and scholarly synthesis possible. This course will utilize the following instructional methods, among others: presentation of core concepts and methodologies via media-enhanced lectures and video presentations, full class discussions in eClass, based on professional experiences, readings undertaken, and assigned projects, and group and individual projects specifically designed to assimilate real-life scenarios.

LEARNING ONLINE

In online courses, students must actively participate in learning experiences through various technology media and to prepare quality work. Basic competencies in word processing, Web browsing, email, and a compatible operating system are required as course entry points.
This course will employ the following instructional methodologies, among others:

- Weekly learning goals
- Select readings from scripture, Ellen White, and other experts
- Integration of core values into daily thought processes
- Video lectures
- Web-based reference materials and resources
- Group discussion forums
- Live video-conferencing sessions

Your participation in this class is vitally important to the learning process. Access your course several times weekly. Actively participate in all required activities, assignments, and assessments. Complete all reading assignments. Credit will be given based on the quality and consistency of each student's work. Carefully read the course schedule that concludes this syllabus.

Course assignments are to be submitted electronically to the course site, unless specifically indicated otherwise. All assignments are due on or before the dates specified in the course schedule. It is your responsibility to plan ahead and deliver a professional product in a timely manner. Other arrangements must be made with the course

professor in advance. If you do experience atypical circumstances that impede your progress, please contact the professor immediately.

We suggest that you backup all projects in at least two locations (e.g., your server space, on the cloud, or on a USB drive). All course components must be completed before a final grade is given.

COMMUNICATION

Keeping in Touch. To facilitate communication between the professor and learners, all class members are encouraged and expected to regularly check their southern.edu email account and the "Announcement Forum" under **Course Resources** within your eClass course. All eClass announcements posted to the class will be considered public class announcements.

Southern Email. To facilitate communication between the professor and every co-learner, all class members are encouraged and expected to **regularly check their southern.edu email account.** Students should email questions or comments to the professor. The student can expect to receive an electronic reply to questions or comments within **24-48 hours**, except on the weekend. An important reminder: when you need to send an email, the email subject should reflect the purpose of that email. Additionally, as your professor may teach more than one course simultaneously, be sure to also include the course prefix and number in every email subject line. For instance, if you have a problem while taking the week 1 reading quiz, your email subject could say something like "EDCI 538 Week 2 Reading Quiz."

Live Sessions. In this course, we will be having live sessions in weeks 2, 3, 4, and 6. You will join the live session by clicking on the link provided in Course Resources in eClass. You must use a computer with a microphone and webcam, whether built into the computer/laptop or added externally.

If you're having trouble connecting to the live session, please contact your eClass Coach (info at the top of this syllabus or one of the other options listed.

These live sessions will benefit you by providing the opportunity for you to interact in real time with your professor and fellow students. During live sessions you will be able to ask questions about projects or papers as well as course content. While points are not given in this course for live session attendance, students are expected to attend. Those who have a scheduling conflict and are unable to attend are expected to view the recording of the live session as soon as possible. If you are aware in advance that you cannot attend a live session, you are urged to submit your questions in advance to the professor via email or in the course Q&A forum. During the live session, your questions will be answered for you, and you can watch the recording at your convenience. Please see the course schedule for the tentative day/time of our weekly live sessions.

WEEKLY LEARNING CONTENT

As you scroll below the course header, you will notice that each week is indicated with the week number and dates presented in a vertical label-based view that arranges weekly course content into various learning categories. Beneath each label, you will find a list of relevant weekly course content. Please see below for the various requirements for the different sections. **Week 1 is orientation, so read everything beneath each week 1 label, and you will know what to expect in weeks 2 –6 .**

- Welcome and spiritual emphasis for the week, as well as the essential question and introduction to the week's material.
- Readings for the week. These may include journal articles, book chapters, textbook readings, and media.
- Lecture material, narrated PowerPoint, or video lectures.
- Discussion forum where you will dialog with the professor and the other students in the course about the week's material. Much of the learning in an online course happens in these forums, so don't neglect this very important part of the program. Check daily for updates and don't forget to post regularly.
- Application of your learning for the week. This may be in the form of quizzes, interactive exercises, written reflection papers, research papers, or other proof of applied learning.

GRADES AND FEEDBACK TO STUDENTS

Feedback on graded assignments will be provided within the eClass gradebook within which you can see feedback files, graded rubrics with comments, and comments on specific assignments. Assignments are graded within 48-72 hours unless otherwise noted by your professor within the syllabus or through an announcement or email. If you would like additional feedback from your professor, please contact him or her via email or schedule a phone call or video conference during office hours as posted in the syllabus.

To check your grades please use the 'Grades" link found at the top of the class page. This section contains the overview of the grades you have received so far in the course. The list of items and the points received for each item is provided here.

GRADE SYMBOLS FOR THIS COURSE

Grade	Percentage	GPA Points
A	90% - 100%	4.00
B	80% - 89%	3.00
C	70% - 79%	2.00
F	0% - 69%	0.00

To pass the course, you must earn a minimum overall of a C average in the course. Across the entire program, the minimum grade of C is permitted in **no more than two courses**.

COURSE DESCRIPTION

This course focuses on the pedagogical knowledge, skills, and dispositions related to effective instruction and assessment in Social Studies for Kindergarten -8th grade, guided by the NCSS disciplines and themes. In-service

educators expand their social studies instructional base within the conceptual framework of *praise, prepare, ponder, practice*, and *prove*. Participants will incorporate Biblical standards (*praise)*, research (prepare) and reflect (*ponder)* successful strategies, as well as develop creative and practical teaching techniques (*practice)* to prepare effective citizens on this earth and the earth made new. Participants will create an end of course portfolio (*prove)* that will include the successful social studies teaching stratagems discovered and developed during the course.

GOALS AND OBJECTIVES

Learning activities are designed to accommodate diverse learning styles. Coursework is designed to enable educators to meet INTASC standards and the Conceptual Framework of the Teacher Education Program. Upon successful completion of this course, you will be better prepared to:

1. Utilize methods that will help K-12 students develop an appreciation of and respect for the world's cultures and individual diversity
2. Model and help students develop positive interpersonal skills
3. Provide appropriate curriculum adaptations specific to students' needs
4. Develop a repertoire of effective strategies to use in social studies classrooms
5. Plan well balanced instruction in the teaching of social studies
6. Teach students the concepts of individual rights and responsibilities, including ethical behavior and the roles of individuals as citizens within their community, nation, and world
7. Encourage the development of critical thinking, problem solving, and performance skills in students
8. Link current events with the teaching of social studies
9. Develop the skills to make effective decisions regarding the pedagogy and materials used to encourage students' interest in social studies
10. Evaluate student skills to inform teaching practice
11. Explore sources of current information about research-based teaching strategies
12. Actively participate in discussions and critical thinking about issues in teaching social studies

COURSE ASSIGNMENTS

The grading system for this course is designed to assess your work from both a theoretical and practical perspective and covers a variety of assessments to measure performance toward achievement of the class objectives.

PARTICIPATION IN CLASS DISCUSSIONS (15%). After watching the assigned video, or studying the teaching strategy, or reading the assigned text you will interact with other co-learners in class by posting original thought and replying to others' posts. To receive points and a grade you are expected to post a minimum of three posts (one initial post and two responses to classmates). You may respond as many times as you like, but you must meet at least the minimum of three quality posts. Your initial post is due Thursdsay at midnight (EST) or GMT plus 4 hours.

Original Post—Prepare initial written response on your selected topic and post it as a threaded discussion by 11:55 P.M. (E.S.T.) or GMT plus 4 hours on **Thursday.** Each question requires the minimum of a well written three-paragraph response of about 250 words.

Response Post—Responses must include the name of the person to whom you are responding. Your post must be 250 words or more.

Dialogue—Read and respond to comments and questions from your peers. All posting and dialogue must be completed by **Sunday** at 11:55 P.M. (E.S.T.) or GMT plus 4 hours

All postings to the course website, via discussion questions, chats, or email, should follow the rules of good Netiquette. This includes observing professional and ethical standards.

LIVE CHATS (15%) Chat Sessions are synchronous (live or real time) discussions between students and faculty. For this course there will be **five** mandatory chat sessions. The chats are designed to guide your study and understanding of the module through interaction with your peers over basic issues, key concepts and crucial information. **The chat sessions are required.** During these sessions be prepared to share insights, key ideas, and how your own practice will change as a result of the learning process. During the live sessions each person will be given the opportunity to share reflections using the following guidelines:

1. Short description of assignments/activity(ies) covered during the weeks previous to the session
2. Key ideas gleaned
3. Insights discovered
4. How your own professional practice will change

VISION STATEMENT (5%) Develop a vision of instruction that explains how your personal values and beliefs influence your thinking and teaching. Explain your perceptions about God, society, yourself, and the students you are responsible for molding into citizens on this earth and the world to come. Write a one-page vision statement according to APA standards.

HISTORICAL READ ALOUD (10%). You will be required to choose a significant event in history (using a children's literature book) and **retell the story** using **10 objects** that represent important things relevant to your chosen children's literature book. A book (about a person or historical event related to SS) will be used as a basis and a creative bag/box will be created to hold the objects. As the you tell this story, the objects will be pulled out of the bag and placed on the table for everyone to see. Please provide a NAD SS Standard, and either attach a photo of all ten items or record a video clip of you performing this task. Please note that when you do this with your students you can sing dramatic voices, pauses and animation will create a wonderful storytelling atmosphere for the class to see the story come alive.

APPLICATIONS FOR TEACHING SOCIAL STUDIES (10%). Computer applications can be very helpful to teach Social Studies. Some are used as games, some as interactive review, while others are references. You will review Social Studies Computer Applications. Write a summary for at ten eight applications, as to their practical use in the Social Studies classroom. Include the following:

- Application title
- Appropriate grade level
- Social Studies Theme it embraces
- Social Studies Discipline for which it is most useful
- How it can be used in the classroom to foster learning Social Studies

GIVE LIFE TO SOCIAL STUDIES (15%) Explore a period in history through the eyes of an avatar. Select one of the animated options below and make history come to life. Identify the grade level, Social Studies discipline, unit, and topic for which the animation can be used.

1. Create an Avatar for different people in history (i.e., President of the United States, Governor of Alabama, African American students and families, White police officers, and Classroom teachers). Use the Avatars to demonstrate contributions of the historical figures. (Use websites such as http://goanimate.com/ or http://www.voki.com/.)
2. Create an Avatar for different people in history. Use the Avatars to demonstrate multiple perspectives during a movement in history (i.e., the Civil Rights Movement or Prohibition*).* (Use websites such as http://goanimate.com/ or http://www.voki.com/)
3. Create an *animated* Gami video series to summarize the major causes or effects of a major war (https://tellagami.com/).
4. Create a PowToon video of a major event which changed history (http://www.powtoon.com/).
5. Create a story board (Use http://www.storyboardthat.com/, https://storybird.com/ or similar website) of a major event in history.

LESSON PLAN ELECTRONIC PORTFOLIO (25%) In order to prepare for the upcoming school year, you will **combine the activities completed during this course,** as well as other appropriate resources, to help create your LP e-Portfolio. Use one of the online programs of your choice such as "Livebinder" at

http://www.livebinders.com/ or "Pathbrite" at https://pathbrite.com/your-portfolio/#portfolio-top to prepare your electronic portfolio. Your Lesson Plan e-Portfolio must include the following.

Yearly Overview Plan

Prepare a neatly organized Yearly Plan. It should be obvious that the NAD Curriculum Guide as the framework. Include all of the following:

1. Weekly dates for the upcoming school year
2. Short weeks due to vacations/holidays, field trips, or testing should be noted
3. Unit topics for social studies content assigned to specific weeks
4. Notation of where science units/topics will be taught

Standards Based Unit Plan

It should be obvious that the NAD Curriculum Guide was used as the framework. Follow Standards Based Guidelines provided during the course.

Learning Styles Unit Plan

With Social Studies as the primary subject area prepare a Learning Styles Unit Plan using McCarthy's 4MAT system. Use the NAD adopted curriculum as the framework for the unit plan. Activities for each type of learner must be included in the plan. The plan must be classroom ready, including appropriate graphic organizers, working websites, and Social Studies activities.

Submission Times and Late Work Caution:

Course assignments are to be submitted electronically to the course site, unless specifically indicated otherwise. All posts are due on Thursday 11:55 p.m., ET and all other assignments are due each Sunday at 11:55 p.m., ET. Late work is at risk of not being accepted unless prior approval is received from your professor. It is your responsibility to plan ahead and to deliver a professional product in a timely manner. If, however, you are experiencing an unusual circumstance that is impeding your progress, please contact your professor immediately regarding the situation.

SELECTED BIBLIOGRAPHY

To purchase, contact The Campus Shop at 423.236.2152 or visit their website at saucampusshop.com or contact the publisher's website directly.

SUPPLEMENTAL READING

Ellis, A. K. (2011). *Teaching and Learning Elementary Social Studies (9th edition).* Boston: Pearson.

Marzano, R. J. (2003). *What works schools: Translating research into action*, IN: Marzano Research Laboratory

Marzano, R. J. (2010). *Formative assessment & standards-based grading.* Bloomington, IN: Marzano Research Laboratory

Marzano, R. J., & Pickering, D. J. (2011). *The highly engaged classroom.* Bloomington, IN: Marzano Research Laboratory

Online Workshop: Annenberg Media provides a series of workshops at www.learner.org. The Series, Social Studies in Action: A Methodology Workshop, K-5, will be used for this course.

Schmidt, Laurel. (2007). *Social studies that sticks: How to bring content and concepts to life.* Portsmouth, NH: Heinemann.

White, E. G., *Welfare Ministry*. Available online at https://egwwritings.org/

ONLINE RESOUCES

North American Division Education website—http://adventisteducation.org/

Southern Union Conference of SDA's—http://adventistedge.org/index.php

American Psychological Association—http://www.apastyle.org/

SDA Curriculum Resources (Teaching Bible)—http://circle.adventist.org

National Council for Social Studies— http://www.socialstudies.org/elementary_quick

WEBSITES FOR SOCIAL STUDIES METHODS

1. http://alex.state.al.us/
2. http://www.cpalms.org/Public/
3. http://www.storyboardthat.com/
4. https://storybird.com/
5. http://www.edweek.org/search.html?qs=social+studies
6. http://jae.adventist.org/
7. http://learner.org/
8. http://ed.ted.com/lessons
9. http://www.e-learningforkids.org/
10. www.khanacademy.org
11. https://www.edmodo.com/
12. https://www.librarything.com/
13. http://web.georgetownisd.org/ccorner/socstudies/8th.asp
14. http://www.livebinders.com/
15. https://www.classdojo.com/

Class meetings

Each Monday, we will hold a class meeting where we will have a worship thought, a brief review of that week's content, and a time for questions and clarification. Please plan to attend these meetings if at all possible. If for some reason you cannot attend, each session will be recorded. We will generate a link to that recording and place it in eClass in the week in which the meeting took place. You attend by clicking on the Zoom link in eClass.

Course Alignment with Professional Standards

Southern Adventist University
School of Education and Psychology
Professional Education Programs Conceptual Framework
To Serve, To Lead, To Transform

The Mission – School of Education & Psychology

The mission of the School of Education and Psychology at Southern Adventist University is to prepare effective Christian professionals who demonstrate a commitment to the pursuit of truth, wholeness, and a life of service in a diverse society.

The Goal – Professional Education Programs

The goal of the professional education unit is to facilitate the comprehensive development of school professionals as servant leaders in their communities.

This goal is reflected in the conceptual framework, in which we seek to provide opportunities for each candidate to become effective as: (a) a caring person, (b) an informed facilitator of learning, (c) a reflective decision maker, and (d) a committed professional. These core objectives are achieved through specific proficiencies that lay the foundation of professional excellence.

The Core Objectives and Expected Proficiencies

1. As a caring person, the candidate/school professional will demonstrate knowledge, skills, and dispositions by:
    a. Demonstrating an ideal of fairness and belief that all students can learn
    b. Recognizing and respecting diversity, individual worth, and integrity
    c. Considering the influence of community, school, and family context

    d. Emulating the example of Christ-like service

2. As an informed facilitator of learning, the candidate/school professional will demonstrate knowledge, skills, and dispositions by
    a. Providing nurturing environments, services, and programs
    b. Demonstrating understanding of central concepts
    c. Demonstrating understanding of how individuals develop
    d. Meeting the needs of a diverse student population
    e. Using technology to enhance communication and student learning

3. As a reflective decision-maker, the candidate/school professional will demonstrate knowledge, skills, and dispositions through
    a. Demonstrating intellectual curiosity, critical thinking, and strategic decision-making
    b. Using theory, based on scientific research, to enhance pedagogical and professional practice
    c. Using formal and informal assessments to make informed professional decisions
    d. Reflecting on professional practice

4. As a committed professional, the candidate/school professional will demonstrate knowledge, skills, and dispositions by
    a. Collaborating with peers and consulting with professionals
    b. Demonstrating professional, legal, and ethical responsibilities
    c. participating in opportunities to achieve professional excellence
    d. Recognizing the value of health and a commitment to a lifestyle of wellness
    e. Demonstrating appropriate communication skills

Course SCHedule

Date/Week	Devotional	Watch/Read	Activities	Discussions	Assignments
Week 1 June 2	Read the book *Welfare Ministry*: *Free-online* Chapter 1 or 2	-Read the NCSS standards and strands -Read the NAD Social Studies Standards for your grade level -Read Dewey-*The Child and the Curriculum*	Study Module 1 slide show- Standards	-Discussion 1 -Live Chat 1	**Submit Vision Statement to DROPBOX**
Week 2 June 8	Read the book *Welfare Ministry*: Chapter: 3 or 4	-Go to "Resources" on the home page and log into the McKee Library. -At the library site Find and Read Ateh, *The Common Core State Standards: An Opportunity to Enhance Formative Assessment in History/Social Studies Classrooms*	Study Module 2 slide show- Assessment	-Discussion 2 -Live Chat 2	-**Submit Apps for SS to DROPBOX** -Prepare Yearly Overview Plan for LP e-LP Portfolio
Week 3 June 15	Read the book *Welfare Ministry*: Chapter: 6 or 7	-Read and study the Strategies for Teaching Social Studies by DSSEP	Study Module 3 slide show- Dimensions of Learning	-Discussion 3	**Submit Give Life to Social Studies to DROPBOX**
Week 4 June 22	Read the book *Welfare Ministry*: 9, 10 or 12	Read about different ideas of bringing Social studies to life	Study Module 4 slide shows MI in the Christian Classroom	-Discussion 4	**Submit Historical Read Aloud**
Week 5 June 29	Read the book Welfare Ministry: Chapter: 20 or 23 AND 25 or 29	Read Davis, *Social Studies Teachers, Experiential Learning, Standards Based*	Study samples of e-Portfolios	-Discussion 6	Prepare Standards Based Lesson Plan for LP ePortfolio

	Curriculum and Assessment.		
Week 6 July 6	Read the book *Welfare Ministry*: Chapter: 31 or 33		**Submit LP ePortfolio to DROPBOX**

GRADING RUBRIC

These are general guidelines for written assignments.

EMERGING	**EFFICIENT**	**EXPERIENCED**	**EXCEPTIONAL**
Despite attempts to do so, author fails to connect topic with reader in any way	Author sometimes stays on topic and slightly connects reader through self, text, world, or other resources	Author connects reader to topic with a few anecdotes, text, or other resources	Author helps reader make many connections by sharing significant insights into life
Pattern of grammatical errors and/or inappropriate colloquialisms	Understandable, but contains several grammatical errors or colloquialisms	Clearly written in appropriate standard English; some grammatical errors or colloquialisms	Well written in appropriate standard English; few grammatical errors or colloquialisms

Few details are present; length is not satisfactory for development	Additional details are present but lack specificity; main idea or topic emerges but remains feeble	Accurate, specific details support one main idea	Details are pertinent, expressive; quality details go beyond obvious and are surprising
Poorly organized: no clear introduction, argument, or conclusion	Contains at least two of the following: introduction, argument, and conclusion; organization may be somewhat unclear.	Well organized, with an introduction, argument, and conclusion	Extremely well organized, with a clear introduction, argument, and conclusion.
Author generalizes without personal knowledge or experience	A few examples are used to reflect own experiences however general experiences of others are paramount	New ways of thinking about topic are presented, obviously based on personal knowledge and experience	Author writes from own knowledge and experience; ideas are fresh, original, and uniquely the authors
Author uses no references and there is no evidence of APA format.	Author uses one reference to course readings. Minimal evidence of APA format is evident.	References to course readings are fused within the document. APA format is followed.	References to course readings, as well as additional sources are fused within the document in appropriate places. APA format is completely followed throughout the paper.