

DIVISION OF APPLIED ARTS
ESST 310
Social Studies for Elementary School Teachers
3 Credits
Fall, 2020

University
of Regina



COURSE OUTLINE

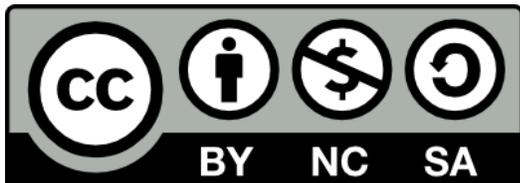
ESST 310
SOCIAL STUDIES FOR ELEMENTARY SCHOOL TEACHERS

3 CREDITS

PREPARED BY: Marcia Lalonde, Instructor
DATE: September 1, 2020

APPROVED BY: Dr. Andrew Richardson, Dean Applied Arts
DATE:

APPROVED BY SENATE:
RENEWED BY SENATE:



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SOCIAL STUDIES FOR ELEMENTARY SCHOOL TEACHERS

INSTRUCTOR: Marcia Lalonde, B.A. UNBC, B.Ed. SFU, M.Ed., UBC
OFFICE HOURS: By Appointment Only
CLASSROOM: Online via Zoom, MS Teams
E-MAIL: mlalonde@yukonu.ca **TIME:** 6:00 pm - 8:10 pm
TELEPHONE: **DATES:** Thurs Sept. 10th – Thurs.
Dec.3rd, 2020

COURSE DESCRIPTION

Objectives, methods of teaching, curricular models, and materials in elementary school social studies are reviewed. Theories and governing philosophies of social studies education are explored. Approaches to social and environmental justice are emphasized. The linkages between social studies education, citizenship education and community-based engagement will be examined.

PREREQUISITES

Please see University of Regina calendar.

RELATED COURSE REQUIREMENTS

It is highly recommended that all students have access to a computer or other device and Internet to do their studies. The minimum specifications for a student device are as follows:

Requirement	Windows-based PC	Apple Mac/macOS-based PC
Operating System	Windows 10	macOS X
Web Browser	Firefox, Edge or Google Chrome	Firefox, Edge or Google Chrome
RAM/Memory	4 GB	4 GB
Storage	5 GB of available space	5 GB of available space

LEARNING OUTCOMES

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

- analyze recent trends and curricula theory, models and developments
- demonstrate use of relevant pedagogical skills, practices and philosophies
- describe prominent themes, issues and opportunities in content knowledge, with emphasis on social and environmental justice
- apply developmentally and culturally appropriate content, instructional and assessment strategies
- determine applicable departmental, school level and First Nation protocol and practices
- identify learning resources supporting the planning and teaching of an educational program

COURSE FORMAT

Thursday evening classes will take place online using Zoom. Zoom is a synchronous (in real time) virtual format that enables face-to-face approaches to teaching and learning. These classes take place at specific times.

With this in mind, and to the extent possible, classes will be a combination of lectures, instructor demonstrations, use of videos, group exercises, student presentations, and group discussions. Students are expected to come prepared to contribute opinions, observations, insights, and experiences to all group discussions.

This course utilizes a social constructivist approach to learning, whereby information is presented, and knowledge is created through dialogue and experience. Students must be prepared to engage in lively discussions and class activities. To this end, readings must be done ahead of time.

ASSESSMENTS:

Attendance and Participation

Students are expected to attend all classes, engage in discussions, hand in completed assignments on time, and be respectful of others in class. In the event that a student must be absent, s/he is expected to contact the instructor prior to class and catch up

on all work. Should a student miss more than 10% of the class sessions (one class for this course) the student will be placed under review and may not be allowed to write the final examination or be required to redo the course or student teaching session.

ASSESSMENTS AND EVALUATION

Observations, Conversations & Professionalism	15%
Critical & Reflective Assignments (2) (10 +10)	20%
Literature Discussion	15%
Group Presentation on an Issue	15%
Lesson Plan Sequence	35%
TOTAL	100%

REQUIRED TEXTBOOKS AND MATERIAL

Seixas, P. & Morton, T., (2013). *The Big Six, Historical Thinking Concepts*. Nelson Education, Toronto: Canada

SUPPLEMENTARY RESOURCES

Various journal articles as supplied by Instructor.

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted

manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the University.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon University recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon University program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukonu.ca/yfnccr.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, they should contact the Learning Assistance Centre (LAC): lac@yukonu.ca.

University of Regina GRADING SYSTEM AND DESCRIPTIONS

The University of Regina employs a percentage grading system. A grade of less than 50% is a failing grade for undergraduate programs.

Percentage grades

90-100^[L]_[SEP]

An outstanding performance with very strong evidence of:

- an insightful and comprehensive grasp of the subject matter; ^[L]_[SEP]
- a clear ability to make sound and original critical evaluation of the material

^[L]_[SEP]given; ^[L]_[SEP]

- outstanding capacity for original creative and/or logical thought; ^[L]_[SEP]
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, ^[L]_[SEP]and to express thoughts both in speech and in writing.

80-89 ^[L]_[SEP]

Very good performance with strong evidence of: ^[L]_[SEP]

- a comprehensive grasp of the subject matter; ^[L]_[SEP]
- an ability to make sound critical evaluation of the material given; ^[L]_[SEP]
- a good capacity for original, creative, and/or logical thinking; ^[L]_[SEP]
- a very good ability to organize, to analyze, to synthesize, to integrate ideas, ^[L]_[SEP]and to express thoughts both in speech and in writing.

70-79

Above average performance with evidence of:

- relevant literature and techniques;
- some capacity for original, creative, and/or logical thinking; ^[L]_[SEP]
- an above-average ability to organize, to analyze and to examine the subject ^[L]_[SEP]material in a critical and constructive manner, and ^[L]_[SEP]
- to express thoughts both in speech and in writing. ^[L]_[SEP]

60-69^[L]_[SEP]

**A generally satisfactory and intellectually adequate performance with evidence of:
an acceptable basic grasp of the subject material.** ^[L]_[SEP]

- a fair understanding of the relevant issues. ^[L]_[SEP]
- a general familiarity with the relevant literature and techniques; ^[L]_[SEP]
- an ability to develop solutions to moderately difficult problems related to the ^[L]_[SEP]subject material; ^[L]_[SEP]
- a moderate ability to examine the material in a critical and analytical manner, ^[L]_[SEP]and to express thoughts in writing.

50-59 ^[L]_[SEP]

A barely acceptable performance with evidence of: ^[L]_[SEP]

- a familiarity with the subject material;
- average performance with evidence of:

- a substantial knowledge of the subject matter; [L] [SEP]
- a good understanding of the relevant issues and a good familiarity with the [L] [SEP]
- some evidence that analytical skills have been developed; [L] [SEP]
- some understanding of relevant issues; [L] [SEP]
- some familiarity with the relevant literature and techniques; [L] [SEP]
- partially successful attempts to solve moderately difficult problems related to [L] [SEP] the subject material and to examine the material in a critical and analytical [L] [SEP] manner; [L] [SEP]
- basic competence in writing. [L] [SEP]

0-49 [L] [SEP] Unacceptable performance. [L] [SEP]