



ArmchairEdClockHours  
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- **The course syllabus is provided for your preview. Please be sure to register PRIOR to completing any coursework. ArmchairEdClockHours reserves the right to not award clock hours if students are found to be in violation of this policy.**

### **Overview:**

ArmchairEdClockHours.com currently provides continuing education to educators, using Educational Leadership magazine and premiere published books on cutting-edge educational themes and topics.

### **Course Goals and Objectives:**

As a result of these courses, the student will be able to:

1. Identify strategies to address social justice issues.
2. Increase critical thinking and emotional literacy
3. Create an inclusive curriculum

The following published books are currently being used as a text for the ArmchairEd course:

Rodríguez Noreen Naseem, & Swalwell, K. M. (2022). *Social Studies for a Better World: An anti-oppressive approach for elementary educators*. W. W. Norton & Company.

Lundy, K. G. (2020). *Teaching fairly in an unfair world*. Hawker Brownlow Education.

Teaching social studies demands a deeper curriculum that questions inconsistencies of facts and opinions in various texts and images. This timely course offers opportunities for students to connect with social justice issues through inventive language exploration and the active examination of all forms of media. It encourages teachers to evaluate their core teaching beliefs and recognize the realities of their students' lives for a richer understanding of our complex world. Young learners need to be prepared to develop solutions to entrenched and difficult issues such as systemic racism, environmental problems, political divisions and pandemics.

### **Credit Options:**

- ❖ The course will be offered for 50 clock hours, based on the length and substance of the book, and related activities. The 50 clock hours course will include 50 multiple-choice questions and three required essays.

### **Grading Rubric:**

Pass/Fail: Coursework must be passed with 70% criterion.

### **One essay required for Social Studies for a Better World**

#### **Essay Options:**

Option 1: Try the activity "Find the Social Studies Everywhere" beginning on page 23 in the text. Use your essay to describe the learning you activated with the object you chose.

Option 2: Read about Community Walks page 78 to 82 in the text. Take a walk (or more than one!) with your class. In your essay, describe the things students said about the familiar places they saw.



Were there any surprises for you? Did the school neighborhood hold any places that students either enjoy or fear? What kind of learning can the school location provide your students?

**Option 3:** If you are interested in teaching the history of slavery responsibly, investigate some of the websites listed on page 125 in the text. In your essay, describe the information available on the sites and the usefulness of that information in teaching your students.

**Option 4:** Create your own demonstration of the learning you take from this text. Identify your topic and describe it in an introductory paragraph. You may choose from the list below or develop your own.

Plan a unit with assessment

Action Research

Extended learning, including research and developed activities

Compare/contrast your current education practice to that of the text

Create forms or systems for use in your classroom including assessment tools

Plan an 'event', meeting or other pertinent program and report/reflect on it

One essay required from **Social Studies for a Better World** and **Teaching Fairly in an Unfair World**

Essay Option: Social studies disciplines include History, Behavioral Sciences, Civics and Geography. Create a unit appropriate to your grade level for one discipline. The body of the essay will be the unit. Introduce your essay with the reason for your choice and summarize the essay with a description of its use with your class. Include and identify at least one strategy for teaching from each text.

You may e-mail [info@armchairedclockhours.com](mailto:info@armchairedclockhours.com) if you desire specific permission for your topic. The essay must demonstrate knowledge of the course and text, and direct application to your own educational position.

**One Essay Required for: Teaching Fairly in an Unfair World**

**Essay Options:**

**Option 1:** Revisit pages 25-26 in the text where the author describes an inclusive and equitable school environment. In your essay, describe your own building using the questions for different areas on those textbook pages. In the summary closing of your essay, rate and evaluate your school as to its inclusiveness and equity, based on your description.

**Option 2:** Create groups of students to plan walks around the school neighborhood for you. In your essay, talk about the walks your students created for you. What were they hoping you would learn about the area that they live in? Were there surprises for you, pleasant or not? What did you learn about the neighborhood of your school that you didn't know before? How can you use what you learned to improve the sense of community for your whole class?

**Option 3:** In the two chapters *Interpreting Text Through Active Engagement*, for both elementary and secondary students, the author gives examples of things he has done with a story to focus student attention on important topics. Try your hand at active engagement. Select a text at your grade level to read with your students and design an activity that will engage your students. In your essay talk about what you chose to engage them and if you achieved the results you were hoping for.

**Option 4:** Create your own demonstration of the learning you take from this text. Identify your topic and describe it in an introductory paragraph. You may choose from the list below or develop your own.

Plan a unit with assessment

Action Research

Extended learning, including research and developed activities

Compare/contrast your current education practice to that of the text

Create forms or systems for use in your classroom including assessment tools

Plan an 'event', meeting or other pertinent program and report/reflect on it



**One essay required from Teaching Fairly in an Unfair World and Social Studies for a Better World**

**Essay Option:** Social studies disciplines include History, Behavioral Sciences, Civics and Geography. Create a unit appropriate to your grade level for one discipline. The body of the essay will be the unit. Introduce your essay with the reason for your choice and summarize the essay with a description of its use with your class. Include and identify at least one strategy for teaching from each text.

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**Essay scoring rubric:**

One essay required for Teaching Fairly in an Unfair World, 2-3 pages each

One essay required for Social Studies for a Better World, 2-3 pages each

Each essay 10% of overall grade

One essay required for both Teaching Fairly in a Unfair World and Social Studies for a Better World

Three to five pages, 35% of overall grade

Single spaced, 10 to 12 size font

Use of introduction and summary statement (even when a unit is developed)

Demonstration of grammar, spelling and writing skill

Demonstration of applied knowledge

- **You must order the course before starting this coursework.**
- **Submit all coursework at the same time.**
- **All essays must be fully completed and the rubric followed to receive a grade. Essays not completed to required length will not be processed and revisions will be required.**