

Eastern Illinois University
Department of Early Childhood, Elementary, and Middle Level Education
ELE 3340 Social Studies for the Elementary and Middle School

Professor: Jeanne Okrasinski **Office Hours:** M 2-2:30; T 9:45 – 11:45; W 1 – 2:30
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Class Meetings: MW 2:45 – 4:25 Buzz 2160 **Phone:** 581-7885

Unit Theme: Educator as creator of effective educational environments: integrating diverse students, subjects, strategies and technologies.

Catalog Description: Planning and organizing for instruction; material selection; and evaluation in social studies. Field-based activities will be provided in conjunction with ELE 4000 or MLE 4000.

Prerequisites & Concurrent Enrollment: ELE 3000 and concurrent enrollment in ELE 3290, ELE 4000, and ELE 4880, or permission of department chair. For middle school option, consult advisor for course sequence. University Teacher Education requirements apply and department requirements for enrollment must be met.

Course Purpose: The primary purpose of social studies is to help young people develop the ability to “make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.” (NCSS, *Expectations of Excellence*, p. vii). ELE 3340 is structured to assist in preparing pre-service teachers to teach social studies in elementary and middle schools. Course goals include helping pre-service teachers to develop: a) confidence in their teaching abilities; b) knowledge of social studies content and sequences; and c) the ability to select and utilize developmentally and age appropriate materials and techniques. ELE 3340 is essential in helping pre-service teachers acquire knowledge, interactive and informational processing skills, attitudes, and commitments necessary for effective teaching of the social studies in elementary and middle schools.

Course Textbooks:

Chaplin, J.R. (2009). *Elementary Social Studies: A Practical Guide* (7th ed.). Allyn/Bacon

National Council for the Social Studies. (1994). *Expectations of excellence: Curriculum standards for the social studies*. Upper Saddle River, NJ: Prentice-Hall, Inc.

Supplemental Materials:

Live Text account

Teaching Model:

The Social Family Models: Building the Learning Community

- When we work together, we generate a collective energy that we call synergy. The social models of teaching are constructed to take advantage of this phenomenon by building learning communities. Essentially, “classroom management” is a matter of developing cooperative relationships in the classroom. The development of positive school cultures is a process of developing integrative and productive ways of interacting and norms that support vigorous learning activity.

Joyce, B., Weil, M., & Calhoun, E. (2009). *Models of teaching*. (8th ed.). Boston: Pearson.

Dispositions:

Teacher candidates in the department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, sensitivity to diversity, and the ability to provide varied teaching practices evidenced in a supportive and encouraging atmosphere for learning.

Live Text Assessment Requirement: For those classes with Live Text or Practicum- If the portfolio or Live Text requirements are rated, by the instructor, to have been completed in less than a satisfactory manner then no more than a "D" may be earned in the class regardless of the number of points earned.

Standards related to ELE 3340:

Course Requirements & demonstrated competencies with the following standards:

- Illinois Professional Teaching Standards (IPTS)
- <http://www.isbe.state.il.us/profprep/PDFs/ipts.pdf>
- Language Arts Standards for all Illinois Teachers (LASIT)
- http://www.isbe.net/profprep/CASCDvr/pdfs/24110_corelangarts_std.pdf
- Technology Standards for all Illinois Teachers (TSIT)
- http://www.isbe.net/profprep/CASCDvr/pdfs/24120_coretechnology.pdf
- ISTE/NETS standards for all teachers and for pre-service teachers prior to student teaching
- http://cnets.iste.org/teachers/t_profile-pro.html
- SPA Standards Alignment (Special Professional Association Standards) based on
- ACEI (Association for Childhood Education International) program standards for elementary teacher preparation
- <http://www.acei.org/Synopsis.htm> and <http://www.acei.org/ncateindex.htm>

- NAEYC (National Association for the Education of Young Children) NAEYC
- http://www.naeyc.org/accreditation/next_era.asp

Outcomes specific to ELE 3340:

Students will:

- Demonstrate commitment to continuing enhancement of knowledge bases in the Social Studies and in best practice pedagogy
- Search, evaluate, and apply appropriate resources including primary sources
- Develop conceptually connected themed curriculum
- Ground pedagogy in democratic beliefs and values (NCSS)
- Utilize inquiry and critical thinking in curriculum development
- Place emphasis on “reasoned and informed decision making for the public good in a diverse and interdependent world,” according to the NCSS definition of competent citizenship, the goal of the Social Studies.

Course Requirements	Demonstrated Competencies	Aligned Standards
Participation	Performance includes discussion, volunteer input, engagement with others, and cooperative learning situations that relate to social issues and social concerns. Focus is on critical citizenship education that results in constructive social action	ACEI 5.3 IPTS 7, 9, 10 ISTE 1 LASIT 2 Dispositions EC, PEP, PTSL
Integrated Social Studies Curriculum Unit	Performance includes application of technology skills in researching topics; and development activities reflecting creativity, higher order thinking skills, different learning styles, and multiple assessments. Qualitative and developmentally appropriate children’s literature will be collected and applied in unit projects. Focus is on the design of integrated and themed curriculum for comprehensive social studies and citizenship in a global village, including the creation of learning environments that invite development of healthy self-concept and pro-social behaviors. LiveText uploads will be submitted from the Social Studies Curriculum Unit.	ACEI 2.8, 3.1, 3.2, 3.3, 3.4, 3.5 IPTS 1, 3, 4, 5, 6, 8 ISTE 2, 3 LASIT 1, 2, 3 Dispositions: EC, PEP, PTSL, SDE
Group Presentations	Performance includes demonstration of effective communication skills; application of technology tools; and utilization of productivity tools such as Power Point or LiveText. Focus is on dissemination of social studies content knowledge.	ACEI 3.5, 5.4 IPTS 7, 9 ISTE 2, 5 LASIT Dispositions: EC, IWS
Literature/ Journal/Internet Reviews	Performance may include assembling and evaluating books for a literacy circle, reading an article provided by the instructor and submitting a reaction paper and/or locating relevant social studies sources, topics, issues, and providing a reflection paper. Focus is on utilization of vital social issues, current events, enhancement of the concept, and experience of thoughtful democratic citizenship.	ACEI 5.2 IPTS 1, 9, 10 ISTE 4, 6 LASIT 2 Dispositions: EC, PEP, SCE
Selected Assignments	Performance includes demonstration of content knowledge, research skills, multiple perspectives, and creativity. Diverse and appropriate technology tools will be utilized. Focus is on the promotion of higher-order thinking skills and decision making, in support of and as applied to individual uniqueness and cultural pluralism.	ACEI 3.2 IPTS 1, 2, 5, 11 ISTE 4 LASIT 1, 2, 3 Dispositions: EC, PEP, PTSL, SDE
Final Exam	The course final exam will be administered during exam week as scheduled and as required by Internal Governing Policy #44, Eastern Illinois University	Dispositions: EC

Core Assignment	Brief Description	Points/Due Date
Participation	Forms of student participation are listening, reflecting, responding, and contributing to class and group projects, discussions, and presentations on a regular basis.	25 pts.
Case Study and Integrated Social Studies Curriculum Unit,	Student will ask and then answer an essential question about either a historical event or a person in history. To answer the essential question in a comprehensive way, the student will examine the event or person <i>from multiple perspectives</i> (or angles). To demonstrate learning, the student will construct a case study based on contextualized analyses of primary historical evidence and secondary historical sources. Performance includes demonstration of content knowledge, research skills, reflectivity, and criticality. The student will connect their Case Study topic to relevant aspects of the social studies (history, geography, archeology, etc.) and other subject areas (math, literacy, writing, art, music, science, etc.) to answer the essential question. Historical resources from Case Study are employed and assembled through lesson plans to enable diverse learners to explore topic. Each individual will create 3 lessons which will be fully developed for submission with group unit project.	110 pts Case Study and Resources 115 pts Unit Plan components
Presentation	Performance includes demonstration of effective communication skills; sound pedagogy; effective methodology; application of technology tools; etc. Focus is on dissemination of social studies content knowledge. Students will present their individual casestudies using SmartBoard technology.	20 pts.
Literature/Journal/ Internet review	Literature, periodicals, and electronic media in many categories may be selected for relevance, reflection, and review. The article will focus either on issues in history education or social studies education or may be connected to your casebook/unit plan.	20 pts.
Christopher Columbus	Students will complete an activity based on their study of Christopher Columbus. This differentiated instruction assignment will be discussed in class.	35 pts.
Literature Circle	Students will read a selected text and complete role assignments for the text. As a group, a presentation will be made to share the text with classmates	40 pts
Final Exam	The final may consist of multiple measures, including multiple choice, short answer, and essay questions. Questions will be derived from lecture, assigned readings, discussions, and student-generated ideas.	40 pts.

Grading Scale:

A = 400 – 372 PTS

B = 371 – 336 PTS

C = 365 – 300 PTS

D = 299 – 264 PTS

F = 263 – 0 PTS

MP3 players, texting, or cell phone usage are not permitted during class.

Assignments & Discussion Questions- It is your responsibility to keep up with the reading assignments and to come to class prepared to discuss the information contained in the assigned reading and be able to apply this to the information presented in class. ALL textbook information may be on exams. *No work will be accepted after November 30.*

Mastery of the English language, including grammar, mechanics, spelling etc. is expected. **One point** will be deducted for each infraction in all written work submitted for a grade.

Attendance and Participation

Consistent attendance is a basic expectation and extremely important to educational progress. If an illness or other issue prevents you from attending class, please notify me via email before the beginning of class about your absence and provide documentation upon your return to class. Also, ask a classmate to turn in any assignments which may be due, take notes for you, and pick up any handouts. Points will be deducted from your participation grade for any absence – if you are not in class, you cannot participate. Grades on all assignments will be deducted 10% of the possible points for each day the assignment is late for the first 3 days. An assignment that is 4 days or more overdue will not be accepted. Your assignments will be judged on quality of content, presentation, organization, and the integration of ideas. Evaluation of progress will be based on written exams, course assignments, and class contributions. A space for you to track your progress is provided on the syllabus.

The Department of EC/ELE/MLE is committed to the learning process and academic integrity as defined within the Student Conduct Code Standard I. “Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship.” Students are expected to develop original and authentic work for assignments submitted in this course. “Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data” or “submitting work previously presented in another course unless specifically permitted by the instructor” are considered violations of this standard. This means, for example, borrowing an idea from the internet and not giving credit to the original creator may result in an F for the assignment, notification to student standards, or failure of the course.

COURSE OUTLINE

Aug 20	Dynamics of Social Studies “Powerful teaching and learning in the Social Studies.” – NCSS, <i>Expectations of Excellence</i> , p. 164ff Traditional models Alternative models Elements of SS program design Introduce casebook Essential questions and concept webs	Chapin Ch 1 http://www.socialstudies.org/positions/powerful/
Aug 27	Planning for instruction Textbooks and beyond Using unconventional content Unit planning Outcomes as performance Sequencing activities History and the Human Experience History and the Social Sciences	Chapin Ch 2 & 5 Rationale & Web Due M Unit Objectives Due W

Sep 3 (5 th only)	Democratic Citizenship Citizenship Education Nature and Origins Developing Character and Values Defining and building character Service learning and responsible citizenship Literature based techniques for values education	Chapin Ch 8 Article Review Due W
Sep 10	Cultural diversity Ethnic diversity Gender equity education Multicultural education Teaching and respecting religious diversity Dimensions of Instructional Diversity Physical and emotional diversity Educational diversity	Chapin Ch 9 Unit Resources Due M LP #1 Due W
Sep 17	Social Studies: Gateway to Literacy Oral language and listening, ELL Reading and writing for social study Constructing meaning Assessing Learning Forms of assessment	Chapin Ch 4 & 10
Sep 24	Maps, Globes, and Graphics Interpreting maps, graphs, tables Using technology to maps, graphs, charts, and tables Instructional Tools Resources: World Wide Web, Media, Community Evaluating resources Children's Literature Acquiring instructional resources	Chapin Ch 6 LP #2 Due W
Oct 1	Strategies for effective teaching Teacher-centered instruction Student-centered instruction Small group instruction Cooperative learning Active learning and dramatic play Gaming Economics	Chapin Ch 3 and 7 Casestudy Resources Due M Culminating Assessment Due W
Oct 8	Critical and reflective thinking Creative and critical thinking Problematizing, hypothesizing, and inferring Gathering and interpreting data Decision Making	LP #3 Due M Casestudy Due W
Oct 15	Case Study Presentations!	Christopher Columbus Due M
Oct 22 – Nov 16	Practicum	
Nov 26	Literature Circles	
Dec 3	Literature Circles	Ag in the Classroom guest speaker!
Wed Dec 12	Final Exam 2:45	Final Exam

Suggested Journals for Article Reviews

<i>Social Education</i>	<i>Phi Delta Kappan</i>
<i>Social Studies & The Young Learner</i>	<i>Schools in the Middle</i>
<i>Theory and Research in Social Education</i>	<i>Childhood Education</i>
<i>The Social Studies Teacher</i>	<i>The Reading Teacher</i>
<i>Educational Leadership</i>	<i>Educational Forum</i>
<i>American Education</i>	<i>Journal of Teacher Education</i>
<i>Elementary School Journal</i>	

Academic Integrity

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Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to first contact their instructor. If needing additional help, please contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call [217-581-6696](tel:217-581-6696), or go to 9th Street Hall, Room 1302.

ELE 3340 References

* indicates Knowledge Base Author

Apple, M. (1993). *Official knowledge: Democratic education in a conservative age*. New York: Routledge.

Banks, J. (2005). *Cultural diversity and education: Foundations, curriculum and teaching*. Boston, MA: Allyn and Bacon.

Banks, J. (1999). *Teaching strategies for the social studies: Decision-making and citizen action*. New York: Longman.

*Brophy, J. & Alleman, J. (May, 1991). Activities as instructional tools: A framework for analysis and evaluation. *Educational Research*, 20, 9-22.

*Dewey, J. (1938). What is social study? *Progressive Education*, 15, 367-369.

*Dewey, J. (1916). *Democracy and education*. New York: MacMillan.

Hirsch, E.D. (2004). *Cultural literacy: What every American needs to know*. New York: Vintage Books.

Johnson, D. & Johnson, R. (1999). *Learning together and alone*. Boston: Allyn and Bacon.

Johnson, D., Johnson, R., & Smith, K. (1998). Maximizing instruction through cooperative learning. *ASEE Prism* 7 (6), 24-29.

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Lindquist, T. & Selwyn, D. (2000). *Social studies at the center: Integrating kids, content, and literacy*. Portsmouth, NH: Heinemann.

Lindquist, T. (2002). *Seeing the whole through social studies*. Portsmouth, NH: Heinemann

Mussen, P. & Eisenberg-Berg, N. (1977). *Roots of caring, sharing, and helping: The development of pro-social behavior in children*. New York: Freeman.

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Parker, W. C. (2003). *Teaching democracy: Unity and diversity in public life*. New York: Teachers College Press.

Sapon-Shevin, M. (1998). *Because we can change the world: A practical guide to building cooperative, inclusive classroom communities*. Boston: Allyn and Bacon.

*Taba, H., Durkin, M. C., McNaughton, A. H., & Fraenkel, J. R. (1967). *Teacher's handbook for elementary social studies*. Menlo Park, CA: Addison-Wesley.

Tomlinson, C. & McTighe, J. (2006). *Integrating differentiated instruction and understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wiggins, G. & McTighe, J. (2005). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

Students with Disabilities: If you have a documented disability and wish to discuss academic accommodations,
please contact the Office of Disability Services at 581-6583.
