

**Eastern Illinois University**  
**Department of Early Childhood, Elementary, and Middle Level Education**  
**ELE 3340-001 Social Studies for the Elementary and Middle School**  
**Spring 2013**

**Instructor:** Linda Sherwood  
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**Office Hours:** 1:00-2:00 M; 1:00-6:30 R; or by appointment  
**Phone:** Office: 217.581.7830 Home: 217.382.5772 Cell: 217.549.7989  
**Class Meetings:** BH 2160 10:00-11:40 TR

**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* (7<sup>th</sup> 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](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](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](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](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	Weight
Participation	Forms of student participation are listening, reflecting, responding, and contributing to class and group projects, discussions, and presentations on a regular basis.	40 pts. Due Date: Required in each class	10%
Integrated Social Studies Curriculum Unit	Within the unit, social studies is emphasized and other subject areas (math, literacy, science) are supporting in investigation of an essential question. Resources are assembled and reviewed. Lesson plans are developed to enable diverse learners to explore, explain, elaborate and respond to unit components.  LiveText uploads will be submitted from the Unit.	140 pts. Due Date: Mar. 5	30%
Group Presentations	Formal and informal presentations will be structured according to instructor's rubrics. Well researched content and effective and interactive presentation styles will be evaluated. *See paragraph at the end of this chart for clarification on presentations.	60 pts. Due Dates: Apr. 23 & 25	10%
Literature/Journal/ Internet reviews	Literature, periodicals, and electronic media in many categories may be selected for relevance, reflection, and review.	20 pts. Due Date: To be announced	10%
Optional Assignments	Activities suggested in the list below may be selected by the instructor	Pts. and due date to be announced appropriate for the assignment	20%
Final Exam	Tests reflect course objectives. A final exam is required. (EIU IGP#44)	75 pts. Due Date: Tues. Apr. 30 8:00-10:00	20%

**Grading Scale:** A= 100-93%, B = 92 – 84%, C = 83 – 75%, D = 74 – 66%, F = 65% and below

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

**\*Social Studies Partnership  
E.I.U. = Enrichment Illinois Unit  
with Martinsville Elementary**

The EC/ELE/MLE Department of Education at Eastern Illinois University, in a partnership with Martinsville Elementary, will collaborate to enhance the instructional skills of the pre-service teachers in ELE3340 Social Studies Methods for a total of two (2) class periods. This opportunity will enable the EIU students to have a hands-on experience beyond the college setting to hone their presentation skills. Two EIU students will be assigned to each grade level K-6 (12 sections total). The subject material will be developmentally appropriate for the grade level using various aspects of “Illinois” as the subject material. If the elementary classes are meeting in ‘specials’ an attempt will be made to have presentations that are matched with their curriculum (i.e. music, P.E., art). This project will take place after practicum. Upon completion of the project an in-class reflection will take place to help students evaluate the applicability to them as teachers in the real world including ways to incorporate partnerships to promote education to the community.

## COURSE OUTLINE

### **BUILDING A FRAMEWORK**

#### Week 1. Dynamics of Social Studies

Democratic Citizenship  
Nature and Origins  
Citizenship Education

#### Week 2. Knowledge Base of Social Studies

History and the Human Experience  
History and the Social Sciences

#### Week 3. Organization of Social Studies Programs

Traditional models  
Alternative models  
Elements of SS program design

### **CONTEXTS FOR TEACHING SOCIAL STUDIES**

#### Week 4. Dimensions of Cultural Diversity

Cultural diversity  
Ethnic diversity  
Gender equity education  
Multicultural education  
Teaching and respecting religious diversity

#### Week 5. Dimensions of Instructional Diversity

Physical and emotional diversity  
Educational diversity

#### Week 6. Developing Character and Values

Defining and building character  
Service learning and responsible citizenship  
Literature based techniques for values education

#### Week 7. Social Studies: Gateway to Literacy

Oral language and listening, ELL  
Reading and writing for social study  
Constructing meaning

### **SOCIAL STUDIES INSTRUCTION:**

#### Week 8. Planning for instruction

Textbooks and beyond  
Using unconventional content  
Unit planning  
Essential questions and concept webs  
Outcomes as performance  
Sequencing activities

#### Week 9. Assessing Learning

Forms of assessment  
Traditional  
Authentic  
Alternative  
Portfolio  
Assessing attitudes and values

#### Week 10. Strategies for effective teaching

Teacher-centered instruction  
Student-centered instruction  
Small group instruction  
Cooperative learning  
Active learning and dramatic play  
Gaming  
Related technologies

### Week 11. Critical and reflective thinking

Creative and critical thinking  
Problem solving  
Metacognition  
Problematizing, hypothesizing, and inferring  
Gathering and interpreting data  
Decision Making

### Week 12. Maps, Globes, and Graphics

Interpreting maps, graphs, tables  
Using technology to maps, graphs, charts, and tables  
Data resources

### Week 13. Instructional Tools

Resources: World Wide Web, Media, Community  
Evaluating resources  
Children's Literature  
Acquiring instructional resources

### Week 14. "Powerful teaching and learning in the Social Studies." – NCSS, *Expectations of Excellence*, p. 164ff

<http://www.socialstudies.org/positions/powerful/>

### Week 15. Course Review/Closing Thoughts Epilogue

#### **Suggested Journals for Article Reviews**

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

#### **Academic Integrity**

"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."

#### **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](http://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 9<sup>th</sup> 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.

Kohn, A. (February, 1997). How not to teach values. *Phi Delta Kappan*, 78, 429-439.

Lindquist, T. (1997). *Ways that work*. Portsmouth, NH: Heinemann.

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.

National Commission on Teaching and America's Future. (1996). *What matters most: Teaching for America's future*. NY: Author.

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.

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 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.  
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