

Eastern Illinois University
Department of Early Childhood, Elementary, and Middle Level Education
ELE 3340-004 Social Studies for the Elementary and Middle School

Instructor: Dr. Marie A. Fero
Office: Buzzard 2217
Email: mafero@eiu.edu
Office Hours: posted on office door
Phone: 581-7907
Class Meetings: TR 12pm-1:40pm

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

Revised March 23, 2009/November 2009/May 2010

- 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	Weight
Participation	Forms of student participation are listening, reflecting, responding, and contributing to class and group projects, discussions, and presentations on a regular basis.		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.		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.		10%
Literature/Journal/Internet reviews	Literature, periodicals, and electronic media in many categories may be selected for relevance, reflection, and review.		10%
Optional Assignments	Activities suggested in the list below may be selected by the instructor		20%
Final Exam	Tests reflect course objectives. A final exam is required. (EIU IGP#44)		20%

Suggested optional assignments:

- Textbook response
- Surveys
- Games
- Simulations
- Learning Center development
- Bulletin Board development
- Multimedia development
- Biography/ Autobiography/Heritage projects
- Global issues analyses
- Mathematics and the Social Studies
- Science and the Social Studies

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

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) 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.

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.

 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.

Major Assignments

Two (2) current event presentations with copy	10 points
One (1) journal entry per class meeting	20 points
Smartboard lesson with presentation (partners optional)	20 points
WebQuest Interdisciplinary Unit (with class presentation) created with PowerPoint or Prezi to include primary source photos and documents (partners optional)	40 points
Journal article review w/ presentation	20 points
Book Talk	10 points
Participation	10 points
Final	20 points
Total	150 points

***please review essential components of core assignments and grade scale on previous pages; specific assignment requirements will be given in a separate document.**

Attendance and participation Policy

Life is not fair, and in keeping with this basic tenant, there are no excused absences in my classes without documentation from a physician, etc. I also know and realize that you all have families, and sometimes life circumstances that just happen. Just be kind enough to let me know what's happening when things pop up that interfere with class. I structure many projects and class assignments using group and partner work, therefore, you must be present to lend meaningful participation to your group and/or partner. I, however, do not want you in class with a virus, and those seem to go around constantly in the university. If you become ill with a virus, go to the health services and get whatever you need, get well, and return with a written statement of illness from the nurse, physician, etc. I will be flexible in these instances. However, I will not accept emails and phone calls stating that you woke up feeling bad, and just didn't come to class, or calls and emails indicating that your alarm didn't go off, your roommate snored all night and kept you up, etc.

*Tentative schedule of topics/activities

1/8 – introductions; introduction to the social studies; course overview; LOC; primary source; WebQuest overview, etc.

1/10 – compare and contrast topic/issue; LOC; primary source; WebQuest tutorial (**laptops**)

1/15 – choose issues; begin research for WebQuest (**laptops**) next time: bring valuable artifacts.

1/17 – Investigating Classroom culture (artifact boxes)

1/22 – (**laptops**) **Global Connections**

1/24 – primary source intro; Ancestral Mystery

1/29 – using literature as a primary source – Dust Bowl

1/31 – **Journal Article review due w/presentation**

2/5 – Who were they? (**laptops**)

2/7– integrating language arts and social studies – Place of Hope

2/12- **Smartboard workshop**

2/14 – evaluating web resources for teaching social studies (**laptops**)

2/19 – **Smartboard lesson with presentations due**

2/21 – negotiation, compromise, and cows!

2/26 – **Book Talks Due**

2/28 – WebQuest workshop (**laptops**)

3/5– teaching social studies with Google Earth workshop (**laptops**)

3/7 - teaching and respecting religious diversity **WebQuests due- presentations**

3/11-3/15 Spring Break!

3/18- 4/12 - Practicum

4/16 – “Is there a Monster under my bed?”

4/18 – movie – “Paper Clips”

4/23 - evaluating web resources for teaching tolerance (**laptops**)

4/25 – ELL/Multicultural approaches in social studies

Week of 4/29- Final

***As indicated, this is a tentative schedule. Activities may be added or deleted later, and changes will be made to accommodate practicum.**