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

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Office Hours: 1 – 4 pm M & W and by appointment
Class Meetings: T & Th (12-1:40 pm) Buzzard #2160

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 3100 or MLE 40001.

Prerequisites & Concurrent Enrollment: ELE 3050 and concurrent enrollment in ELE 3100 or MLE 3110 or permission of department chair. 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: Parker, W.C. (2012). *Social Studies in Elementary Education (14th edition)*.
National Council for the Social Studies. (2010). *Expectations of excellence: Curriculum standards for the social studies*. Upper Saddle River, NJ: Prentice-Hall, Inc.

Supplemental Materials: Live Text account **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.

Teaching Model: <u>The Social Family Models: Building the Learning Community</u>

- 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.

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 (<u>www.eiu.edu/~success</u>) 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 <u>217-581-6696</u>, or go to 9th Street Hall, Room 1302.

Standards related to ELE 3340: **Course Requirements & demonstrated competencies with the following standards:**

- Illinois Professional Teaching Standards (IPTS) http://www.isbe.net/rules/archive/pdfs/24ark.pdf
- Association for Childhood Education International (ACEI)
  http://www.ncate.org/LinkClick.aspx?fileticket=2G2qXsJF9cI%3d&tabid=676
- National Association for the Education of Young Children (NAEYC)
  http://www.naeyc.org/ncate/files/ncate/file/faculty/Standards/NAEYC%20Initial%20and%20Advanced%20Standards%203_2012.pdf
- Illinois Social Emotional Learning Standards (SEL) http://www.isbe.net/ils/social_emotional/standards.htm
- Eastern Illinois University Professional Dispositions http://www.eiu.edu/clinical/forms/DispositionsforEIUcandidates.pdf

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	IPTS 8B, 9H, 9I, 9K ACEI 5.1 NAEYC 5A, 5B, 5C 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.	IPTS 1B, 1G, 1H, 1I, 1J, 2B, 2C, 2D, 2I, 2J, 2K, 2Q, 3A, 5D, 6F, 6G, 6I, 6P, 7A, 7B, ACEI 1.0, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, NAEYC 1B, 3A, 4B, 5A SEL 2B, 2C, Dispositions EC, PEP, PTSL, SDE
History and Social Studies Education Literature Reviews	Performance may include assembling and evaluating history articles and/or social studies education articles 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.	IPTS 2B, 2D, 2G, 2I, 2K, 2Q, 3A, 5D, 6I, 6P ACEI 1.0, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, NAEYC 1B, 5A, Dispositions EC, PEP, SCE
Children's Literature Review	Performance includes demonstration of content knowledge, research skills, multiple perspectives, and historical representations within children's literature. Diverse primary sources and appropriate technological resources will be utilized.	IPTS 2A, 2D, 2H, 2I, 2N, 2Q, 3A, 6F, 6G ACEI 1.0, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, NAEYC 1B, 4B, 5A Dispositions EC, PEP, PTSL, SDE
Assessment/Exam	The course assessments and final exam will be administered during exam week as scheduled and as required by Internal Governing Policy #44, Eastern Illinois University	IPTS 9K ACEI 5.1 NAEYC 3A, 3B, 3C, 4D, SEL Dispositions EC

Core Assignment	Brief Description	Points/Due Date
Assignment #1 Participation	Forms of student participation are listening, reflecting, responding, and contributing to class and group projects, discussions, and presentations on a regular basis.	10 points total 10% of Course Grade Due Date: Ongoing
Assignment #2 History and/or Social Studies Education Literature Reviews	Literature, periodicals, and electronic media in many categories may be selected for relevance, reflection, and review. Students will thoroughly read and critically evaluate two social studies/history education research articles.	30 points total (15 each); 30% of Course Grade Due Date: 8/29 & 9/12
Assignment #3 Children's Literature Review	Critically thoroughly examine selected children's historical fiction &/or non-fiction literature related to their selected topic for historical accuracy, historical misrepresentations, and relevance in the classroom. Students will engage in interactive presentation of their readings of their selected children's books	15 for reading; 15% 5 for presentation; 5% 20 points total; 20% of Course Grade Due Date: Review: 9/26 Discussion: 10/1
Assignment #4 Integrated Social Studies Curriculum Unit	Students will synthesize understandings generated in #2, #3, and class participation during creation of an original social studies curriculum unit. This unit will investigate an essential question related to the historical topics (see options below). This investigation will emphasize both history content and content area literacy. Historical resources will be located, modified, and employed. Lesson plans and assessments will be developed to enable diverse learners to explore, explain, elaborate and respond to unit components. **Students will upload one EIU Lesson Plan to LiveText.**	30 points total 30% of Course Grade Due Date: Draft: 10/17 Final: 12/5
Assessment/Exam	Exams reflect course objectives. A final exam is required. (EIUIGP#44)	Mon. 12/9 12:30 pm

Grading Scale: A= 100-93%, B = 92 – 84%, C = 83 – 75%, D = 74 – 66%, F = 65% and below
Late work policy: All assignments are reduced 5% for every day that they are late.

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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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DETAILS OF ASSIGNMENTS *(may be changed at the discretion of the instructor)*

Assignment #1: **Participation**. 10 points Due: Ongoing
Summary: This grade rewards consistent, active, constructive contributions, not simply attendance.
Product: Meaningful and positive involvement in all activities.

Assignment #2: Critical Reading of Research. 30 points (15 each) Due: 8/29 & 9/12
Summary: This is a typical article review assignment, but of two articles. In each review, you will (A) summarize main points and (B) make comparisons to previous readings from the course.

- Articles will be provided

Product: 1-2 pages minimum for each

Assignment #3: Critical Reading/Presentation of Children's Lit. 20 points Due: 9/26 & 10/1
Summary: You will read and critically evaluate 2-4 children's books (depending on the books' length) (9/26). To critically evaluate a children's book, you will look at how history is represented in the book (9/26). You will present findings (9/30 & 10/7).
Product: 1-2 pages minimum for each

Assignment #4: **Social Studies Curriculum Unit**. 30 points Due: draft 10/17 & Final 12/5
Summary: Students will create a portfolio (digital or paper) representing 1, 2a, 2b, 3a, 3b, & 3c.
Product: Your unit will have:

1. Essential question based on your selected history topic (one question, one page)
2. History Content
    a. Children's literature (Assignment #3 above)
    b. Primary source material will supplement the children's literature. Primary historical sources are documents from "when the event occurred" (newspaper, letters, drawings, maps, diary entries, etc.). 10 primary sources need to be:
        i. Adapted and developmentally responsive to students' reading abilities
        ii. Contextualized (answer: what type of primary source is this? What does it "say" or "do" or what can be learned from it? How is this primary source connected to other sources?)
        iii. (Each will be on separate page, 10+ pages)
3. Age-appropriate and discipline-specific pedagogy (**pick favorites from Assignment #1 & Assignment #2 above**)
    a. Methodology/Content area literacy strategies (Summaries of 5 favorite methods/lit strategies, 2 pages)
    b. Assessment (Summaries of 5 favorite assessments, 2 pages)
4. Construct one EIU Lesson Plan using 1, 2, & 3 (above) and upload it to LiveText.

Assignment #5. **Final Exam**. 10 points Due: Monday 12/9 @ 12:30 pm
Summary: Final Exam
Product: Final Exam

History Topic/Person

Choose a person or event that is significant to you personally. Assignments #2, #3 and #4 will be based on this topic or theme. Consider the grade level that you plan to teach. We will brainstorm topics in class.

Suggested Journals for Article Reviews

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

COURSE OUTLINE *(may be changed at the discretion of the instructor)*

BUILDING A FRAMEWORK

Week 1. 8/20 & 22
Tuesday: Dynamics of Social Studies - Democratic Citizenship, Nature & Origins, Citizenship Education
Thursday: Knowledge Base of Social Studies - History & the Human Experience, History & Social Sciences

Week 2 8/27 & 29
Tuesday: Organization of Social Studies Programs - Traditional & Alternative models, Elements of program design
Thursday: Same

CONTEXTS FOR TEACHING SOCIAL STUDIES

Week 3 9/3 & 5
Tuesday: Dimensions of Cultural Diversity – Cultural, Ethnic, Gender & Multicultural; Teach/respect religious diversity
Thursday: Dimensions of Instructional Diversity – Physical, emotional & educational diversity

Week 4 9/10 & 12
Tuesday: Developing Character & Values - Define & build character, Service learning & responsible citizenship, Literature based techniques for values education
Thursday: Social Studies & Literacy - Oral language & listening, ELL; Read & write for social study; Construct meaning

SOCIAL STUDIES INSTRUCTION:

Week 5 9/17 & 19
Tuesday: Planning for instruction - Textbooks & beyond; Using unconventional content; Unit planning; Essential questions & concept webs; Outcomes as performance; Sequencing activities
Thursday: same

Week 6 9/24 & 26
Tuesday: Instructional Tools - Resources: World Wide Web, Media, Community;
Thursday: Evaluating resources; Children's Literature; Acquiring instructional resources

Week 7 10/1 & 3
Tuesday: Strategies for effective teaching - Teacher-centered, Student-centered& Small group instruction; Cooperative learning; Active learning & dramatic play; Gaming, Related technologies
Thursday: same

Week 8 10/8 & 10
Tuesday: Assessing Learning – Traditional, Authentic, Alternative, & Portfolio; Assessing attitudes & values
Thursday: same

Week 9 10/15 & 17
Tuesday: Informational Text - Interpreting maps, graphs, tables; Using technology & data resources
Thursday: same

Weeks 10 – 13 (10/21 – Nov 15) PRACTICUM

Week 14 11/19 & 21
Tuesday: Critical & reflective thinking - Problem solving; Metacognition; Problematizing, hypothesizing, & inferring; Gathering & interpreting data; Decision Making
Thursday: same

Week 15 11/23 THANKSGIVING BREAK

Week 16 12/3 & 5
Tuesday: "Powerful teaching & learning in the Social Studies." – NCSS, *Expectations of Excellence*, p. 164ff
http://www.socialstudies.org/positions/powerful/
Thursday: Course Review/Closing Thoughts Epilogue

Week 17 12/9 @ 12:30 pm Final Exam

ELE 3340 References * indicates Knowledge Base Author

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

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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.