

- National Association for the Education of Young Children (NAEYC)
http://www.naeyc.org/ncate/files/ncate/file/faculty/Standards/NAEYC%20Initial%20and%20Advanced%20Standards%2003_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	IPTS 9K

	administered during exam week as scheduled and as required by Internal Governing Policy #44, Eastern Illinois University	ACEI 5.1 NAEYC 3A, 3B, 3C, 4D, SEL Dispositions EC
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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
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.	Rationale – 10 pt Web – 5 pts Technology/Resources – 10 pts Unit Obj and Standards – 10 pts Assessment – 15 pts LPs – 60 pts
Case Study and	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.	110 pts for Case Study and Resources
Presentation	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. 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. LiveText uploads will be submitted from the Unit.	20 pts for Presentation
History and/or Social Studies Education Literature Review	Literature, periodicals, and electronic media in many categories may be selected for relevance, reflection, and review. The selected article will either expound on the topic of the Case Study or discuss one of the teaching methods selected for the 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.	25 pts.
Children's Literature Review	Critically examine selected children's literature for historical accuracy, historical misrepresentations, and relevance in the classroom	40 pts
Assessment/Exam	Exams 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. Tests reflect course objectives. A final exam is required. (EIU IGP#44)	100 pts

Grading Scale:

A = 450 – 419 PTS

B = 418 – 378 PTS

C = 377 – 338 PTS

D = 337 – 297 PTS

F = 296 – 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 LATE ASSIGNMENTS WILL BE ACCEPTED. All assignments should be submitted prior to or at the beginning of the class period as directed.

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. After 2 absences, no points will be awarded for participation. 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.

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

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

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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, 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.

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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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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.

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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.

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.

