

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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Class Meetings: Section 3 MW 3-4:40

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:

Welton, D. (2004). *Children and their world: Strategies for teaching social studies* (8th ed.). Boston: Houghton Mifflin Company.

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	Weight
Participation	Forms of student participation are listening, reflecting, responding, and contributing to class and group projects, discussions, and presentations on a regular basis.	70 points All semester long	11%
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. A four page research paper will be due prior to the unit LiveText uploads will be submitted from the Unit.	285 points/ last week of class 30 points/ September 29	48%
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.	49 points All semester long	7%
Literature/Journal/ Internet reviews	Literature, periodicals, and electronic media in many categories may be selected for relevance, reflection, and review. Presentation of article. Web sites relevant to social studies.	51 points September 16 November 9	8%
Optional Assignments	Activities suggested in the list below may be selected by the instructor	Combined with Integrated SS Curriculum Unit	Combined with SS Unit
Exams including Final	Tests reflect course objectives. A final exam is required. (EIU IGP#44)	170 points See attached schedule	26%

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/>

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

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

Linda W. Loy
Schedule:

- Aug 24 Syllabus, schedule, expectations of the class, grading, attendance policy; lesson plan orientation, state goals; Discuss Journal Reviews. "Survey of Attitudes Toward Social Studies." Time Capsule Activity; Yertle the Turtle; Fill out & print the form on line for department approval to student teach; READ Chapter 1
- Aug 26 Discussion Chapter 1; Group Work: "Lost on the Moon Activity"; "Who is Qualified to be President?" **Department approval to student teach is due in class**; Read Chap 2.
- Aug. 31 "Voyage to the New World" Group Activity; Discussion Chap. 2; Discuss thematic unit and the using of chapter books; Small group activity: Relating a historical event to other social studies fields; Read Chap. 3.
- Sept. 2 Group presentations. Discussion Chapter 3; Group work: Topic to Topic Approach v. A Concept-based Approach; Planning a Unit; Pass out criteria for Thematic Unit
- Sept. 7 Holiday
- Sept. 9 Weaving Instructional Themes into Social Studies; "The Explorer Cookie Activity"; Review for Unit 1 Test. **Bring Chapter book to class for approval**
- Sept. 14 **UNIT 1 EXAM**; Dismissal to Library after the exam to choose a chapter book for the thematic unit assignment; Read Chap. 4
- Sept. 16 Discussion Chap. 4; **Journal Reviews Due**; "Contrasting Cultures" Group Activity; Read Chap. 5.
- Sept. 21 Discussion Chap. 5; "Build A Class" Group Activity; Read Chap. 6
- Sept. 23 Discuss Chap 6; **Research Paper Due**; Activities "Who should survive?"
- Sept. 28 Samples of Holocaust videos: Forget Me Not & Genocide; **Extra Credit: Review of videos**; Samples of other activities; Read chapter 7
- Sept. 30 Discuss Chap. 7; Rewriting Materials for Students, **Literary lessons due**; Review for test.
- Oct. 5 **Unit 2 Exam**; Read chap 8
- Oct. 7 Discuss Chap. 8; "Can of Corn Activity Expanded"; Group work Can of Corn; Discussion of Hamburger; **Geography Unit Due**; Read Chap. 9
- Oct. 12 Discuss Chap. 9; "Analyzing a Test Group Activity;" Read Chap. 10; Discussion of practicum
- Oct. 13-Oct. 30 **Practicum**
- Nov. 2 Discuss practicum experience as related to SS
- Nov. 4 Discuss Chap. 10; "The Farming Game Activity"; Video: The Pioneer Spirit; Read Chap. 11
- Nov. 9 Discuss Chap. 11; Using an Alternative Format for Fact sheets; **History Unit Due**; Return from the Crusades Group Activity; Read Chap. 12 & 13
- Nov. 11 Discuss Chap. 12; Map Activities & "Where Would You Locate Your City" Activity
- Nov. 16 Discuss Chapter 13; Review for Unit 3 Exam
- Nov. 18 **Unit Three Exam**
- Nov. 23-27 **Thanksgiving Holiday**
- Nov. 30 Portfolio discussions; Questions on Units; Draw lots for presentations; group work discussing units
- Dec. 2** You are excused for work on your thematic unit
- Dec. 7 Presentations
- Dec. 9 Presentations & Take home exams.
- Dec. 17 Final Exam Due at 3:30