

**Eastern Illinois University**  
**Department of Early Childhood, Elementary, and Middle Level Education**  
**ELE 3340 Social Studies for the Elementary and Middle School**  
3340:002 → 10:00 – 11:40 am  
3340:004 → 8:00 – 9:40 am  
Monday & Wednesday  
2160 Buzzard Hall

**Professor:** Dr. Bickford, Assistant Professor  
**Office:** Buzzard Hall 2213  
**Office Hours:** 12-1 on M/W; 10-1 on T/Th; Or by appointment  
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**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](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/ncaiteindex.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
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Core Assignment	Brief Description	Weight	Due Date
<b>Participation</b>	Forms of student participation are listening, reflecting, responding, and contributing to class and group projects, discussions, and presentations.	10% (20 points)	Ongoing
<b>Journal/Article Reviews</b>	Literature, periodicals, and electronic media in many categories may be selected for relevance, reflection, and review. Please focus on history, history education, social studies, social studies education, etc.	10% (20 points)	Week 4, Sept. 16
<b>Casebook</b> on a historical event or person (to facilitate work on <b>Research Paper &amp; Unit Plan</b> )	Performance includes demonstration of content knowledge, research skills to find multiple perspectives, reflectivity, and criticality. Student will examine <i>from multiple perspectives</i> either a historical event or a person in history. To demonstrate learning, student will construct a casebook.	25% (50 points)	Week 6, Sept. 28
<b>Historical Research Paper</b> (based on historical research in <b>Casebook</b> to facilitate work on <b>Unit Plan</b> )	Using primary and secondary historical research from Casebook, the student will critically examine a historical event or a person. To do so effectively, the student will write a historical research paper. To facilitate teaching non-fiction writing in a social studies classroom, the professor and student will engage in reciprocal writing and learning.	10% (20 points)	Week 8, Oct. 14
Integrated Social Studies Curriculum Unit ( <b>or Unit Plan</b> ) implementing historical work in <b>Casebook</b> and <b>Research Paper</b>	Within the unit, social studies lead several subject areas (math, literacy, science) 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.	25% (50 points)	Week 15, Nov. 30
<b>Presentations</b>	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. This is based on one section of Unit Plan.	10% (20 points)	Weeks 15 & 16
<b>Exam</b>	Tests reflect course objectives. A final exam is required. (EIU IGP#44)	10% (20 points)	Week 17

**Grading Scale:** A= 100-93%, B = 92 – 84%, C = 83 – 75%

**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*

# ***COURSE OUTLINE***

(Subject to change...)

## **BUILDING A FRAMEWORK**

### **Week 1**

Aug. 24 (Introduction)

Personal questionnaire

Why do you want to teach S.S.?

Detail how students will learn:

(a) Social Studies as college students and

(b) How to teach students social studies

**HW: Read Chapter 1**

Aug. 26 (Chapter 1)

Democratic Citizenship; Nature and Origins

**HW: Read Chapter 2 & 3**

## **CITIZENSHIP EDUCATION**

### **Week 2**

Aug. 31 (Chapter 2 and 3)

History and the Human Experience; History and the Social Sciences

**HW: Select a three historical events and/or people to study; bring list of possible resources**

Sept. 2

Casebook Origination **(I will have computers, but you are encouraged to bring your own!!! ☺)**

➤ Unit Plan

➤ Research Paper

**HW: Read Chapter 4 & 5 (to stay ahead); work on Unit Plan/Casebook**

## **CONTEXTS FOR TEACHING SOCIAL STUDIES**

### **Week 3**

Sept. 7

No Class – Holiday!

Sept. 9

Casebook Work **(I will have computers, but you are encouraged to bring your own!!! ☺)**

**HW: Read Chapter 4 & 5 (this was assigned last week and is due on Sept 14)**

### **Week 4**

Sept. 14 (Chapter 4 & 5)

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

Physical and emotional diversity; Educational diversity

**HW: Work on Casebook/ Unit Plan**

Sept. 16

**Literature/Journal Reviews are due**

Casebook Work **(I will have computers, but you are encouraged to bring your own!!! ☺)**

**HW: Read Chapter 6**

### **Week 5**

Sept. 21 (Chapter 6)

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

**HW: Work on Casebook/ Unit Plan; Read Chapter 7**

Sept. 23 (Chapter 7)

Reading and writing for social study; Constructing meaning

**HW: Complete the Casebook**

### **Week 6**

Sept. 28

**Casebooks are due**

Reading and writing for social study; Constructing meaning (Continued)

**HW: Begin writing a Historical Research Paper (based on findings in Casebook).**

**Bring rough draft to class in BOTH paper and digital form (use a flash-drive/memory-stick/USB or just email it to yourself!!!)**

Sept. 30

Students and professor will engage in Historical Research writing and learning **(I will have computers, but you are encouraged to bring your own!!! ☺)**

HW: Read chapter 8; Continue work on Historical Research Paper

**SOCIAL STUDIES INSTRUCTION:**  
**Week 7**

Oct. 5 (Chapter 8)

Introductory “grabber” to lesson; constructivist pedagogy; active learning

HW: Read Chapter 9; Continue writing a Historical Research Paper (based on findings in Casebook).

Oct. 7 (Chapter 9)

Unit planning; Essential questions and concept webs; Outcomes as performance; Sequencing activities; various forms of assessment

HW: Continue work on Historical Research Paper. **Bring a SECOND draft to class in BOTH paper and digital form!!!**

**Week 8**

Oct. 12

Students and professor will engage in Historical Research writing and learning **(I will have computers, but you are encouraged to bring your own!!! ☺)**

HW: Finish Historical Research Paper

Oct. 14

**Historical Research Papers are due**

Share Historical Research

Discuss purposes, problems, and possibilities of students’ historical research

HW: Read Chapter 10 and 11

**DECISION MAKING:**

**Week 9**

Oct. 19 (Chapter 10 and 11)

Teacher-centered vs. Student-centered vs. Small group (Cooperative learning) instruction; Active learning and dramatic play; Gaming; Creative and critical thinking; Problem solving; Metacognition; Problematizing, hypothesizing, and inferring; Gathering and interpreting data

HW: Construct a rough draft of a Unit Plan (based on Casebook and Research Paper)

Oct. 21

Unit Plan Origination **(I will have computers, but you are encouraged to bring your own!!! ☺)**

HW: Read Chapter 12 and 13; Continue work on Unit Plan (based on Casebook and Research Paper)

**Week 10**

Oct. 26 (Chapter 12 & 13)

Interpreting maps, graphs, tables; using technology to maps, graphs, charts, and tables; data resources; acquiring, evaluating, and employing instructional resources

Oct. 28

Unit Plan Work **(I will have computers, but you are encouraged to bring your own!!! ☺)**

HW: Work on and **FINISH** Unit Plan (due Nov. 30) during Practicum & Fall Break...**sorry!**

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**Nov. 2 – Nov. 20 Practicum – No Class (Week 11-Week 13)**

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**Nov. 23 – Nov. 27 Fall Break – No Class (Week 14)**

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**Week 15**

Nov. 30

**Turn in Unit Plan**

Presentations of Unit Plan

Dec. 2

Presentations of Unit Plan

**Week 16**

Dec. 7

Presentations of Unit Plan

Dec. 9

Presentations of Unit Plan

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**Dec. 15, (Tues.) Final Exam 10:15-12:15**

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## ELE 3340 References

\* indicates Knowledge Base Author; **In Bold** indicates “Dr. Bickford **HIGHLY** Recommends This!”

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**Wineburg, S. (2001). *Historical thinking and other unnatural acts: Charting the future of teaching the past*. Philadelphia: Temple University Press.**

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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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