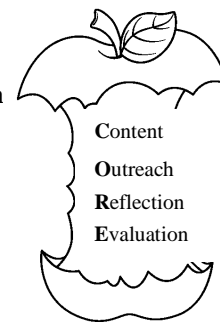


Eastern Illinois University
Department of Early Childhood, Elementary, and Middle Level Education
ELE 3340-001 Social Studies for the Elementary and Middle School



Instructor: Linda Sherwood
Office: BH 1323
Email: lssherwood@eiu.edu
Office Hours: 8:00-9:40 W; 10:00-11:40 TR; 12:00-4:00 M; and by appointment
Phone: 217.581.5728 (Messages Only); 217.549.7989 cell
Class Meetings: BH 2160 10:00-11:40 MW
Semester: Spring 2017

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. (3-0-3)

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

Teaching Model:

- **Social Models:** When we work together, we generate a collective energy called *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. (pp. 13-15)

Joyce, B., Weil, M., & Calhoun, E. (2015). *Models of teaching* (9th 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 and/or Practicum Requirements: For those classes with Live Text and/or Practicum- If the portfolio, practicum, and/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.net/PEAC/pdf/IL_prof_teaching_stds.pdf
- Eastern Illinois University Professional Dispositions
<http://www.eiu.edu/clinical/forms/DispositionsforEIUCandidates.pdf>
- Illinois Social Emotional Learning Standards (SEL) http://www.isbe.net/ils/social_emotional/standards.htm
- Association for Childhood Education International (ACEI): <http://www.isbe.net/rules/archive/pdfs/20ark.pdf>
- National Association for the Education of Young Children (NAEYC):
<http://www.nocate.org/Standards/ProgramStandardsandReportForms/tabid/676/Default.aspx>
- Association for Middle Level Education:
<http://www.amle.org/AboutAMLE/ProfessionalPreparation/AMLEStandards.aspx>

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 AMLE B2c, C4a, C4b, C4c 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, AMLE B2a, 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	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,

	utilized.	NAEYC 1B, 4B, 5A AMLE B2a, B2c, 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 (Weight)
Participation	Forms of student participation are listening, reflecting, responding, and contributing to class and group projects, discussions, and presentations on a regular basis.	40 pts. Due Date: Required in each class
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.	140 pts. Due Date: [*See note below] 15 pts. Presentation grade given for a project on the unit at the partnership school.
History and/or Social Studies Education Literature Reviews	Literature, periodicals, and electronic media in many categories may be selected for relevance, reflection, and review.	20 pts. Due Date: [*See note below]
Children's Literature Review	Critically examine selected children's literature for historical accuracy, historical misrepresentations, and relevance in the classroom	10 pts. Due Date: [*Due with unit]
Assessment/Exam	Tests reflect course objectives. A final exam is required. (EIU IGP#44)	75 pts. Due date: May 2 10:15-12:15

***An ELE 3340 Social Studies Partnership in conjunction with the ELE 3280 Reading course will collaborate with the Ballenger Center in Booth Library to do research on selected topics to correlate with a pre-determined trade book. A unit, literature review, and project will focus on this topic. Presentations will be made to the sixth grade at the Mattoon Middle School after practicum. Complete detailed instructions for this project will be provided during class.**

Instructor's Policies for the Course as Appropriate (attendance, late assignments, etc.): The instructor will provide detailed instructions and expectations for each assignment. All assignments must be turned in by the due date, unless approved by the instructor. NO course work will be accepted during finals week. All assignments must be completed in an exemplary fashion in order to receive an A. Attendance is required to receive participation points.

NO CELL PHONE USAGE OF ANY KIND DURING CLASS FOR PERSONAL BUSINESS.

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

Approved for Spring 2017

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.

Students with Disabilities

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217- 581-6583 to make an appointment.

ELE 3340 References

***Denotes Unit Conceptual Framework References**

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.

