Unit Theme: Educator as creator of effective educational environments: integrating diverse students, subjects, strategies and technologies.

Catalog Description: ELE 3340: Social Studies for the Elementary School Children (3-0-3). Planning and organizing for instruction, material selection, and evaluation in social studies. Field based activities will be provided in Elementary Education 4000. Prerequisites: Elementary Education 3000; and concurrent enrollment in Elementary Education 3290, Elementary Education 4000, and Elementary Education 4880, or permission of department chair. University Teacher Education requirements apply and department requirements for enrollment must be met.

Prerequisites & Concurrent Enrollment:

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 preservice teachers to teach social studies in elementary and middle schools. Course goals include helping preservice 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 preservice 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:

Supplemental Materials:
Live Text account


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](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](http://www.acei.org/Synopsis.htm) and [http://www.acei.org/ncateindex.htm](http://www.acei.org/ncateindex.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 common good in a diverse and interdependent world,” according to the NCSS definition of competent citizenship, the goal of the Social Studies.

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Demonstrated Competencies</th>
<th>Aligned Standards</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>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.</td>
<td>ACEI 5.3, IPTS 7, 9, 10, ISTE 1, LASIT 2</td>
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<tr>
<td>Integrated Social Studies Curriculum Unit</td>
<td>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.</td>
<td>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</td>
</tr>
<tr>
<td>Group Presentations</td>
<td>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.</td>
<td>ACEI 3.5, 5.4, IPTS 7, 9, ISTE 2, 5, LASIT 2</td>
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<tr>
<td>Literature/Journal/Internet Reviews</td>
<td>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.</td>
<td>ACEI 5.2, IPTS 1, 9, 10, ISTE 4, 6, LASIT 2</td>
</tr>
<tr>
<td>Selected Assignments</td>
<td>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.</td>
<td>ACEI 3.2, IPTS 1, 2, 5, 11, ISTE 4, LASIT 1, 2, 3</td>
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<tr>
<td>Final Exam</td>
<td>The course final exam will be administered during exam week as scheduled and as required by Internal Governing Policy #44, Eastern Illinois University</td>
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<thead>
<tr>
<th>Core Assignment</th>
<th>Brief Description</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Participation</td>
<td>Forms of student participation are listening, reflecting, responding, and contributing to class and group projects, discussions, and presentations.</td>
<td>10%</td>
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</tbody>
</table>
### Integrated Social Studies Curriculum Unit

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.

| Literature/Journal Internet reviews | Literature, periodicals, and electronic media in many categories may be selected for relevance, reflection, and review. | 10% |
| Exams | Tests reflect course objectives. A final exam is required. (EIU IGP#44) | 20% |

**Suggested optional assignments (30%):**

- Textbook response
- Surveys
- Games
- Simulations
- Learning Center development
- Bulletin Board development
- Multimedia development
- Biography/ Autobiography/Heritage projects
- Global issues analyses
- Mathematics and the Social Studies
- Science and the Social Studies

**Grading Scale:**

- A = 100-93%
- B = 92 – 84%
- C = 83 – 75%

**COURSE OUTLINE**

**BUILDING A FRAMEWORK**

1. **Dynamics of Social Studies**
   - Democratic Citizenship
   - Nature and Origins
   - Citizenship Education

2. **Knowledge Base of Social Studies**
   - History and the Human Experience
   - History and the Social Sciences

3. **Organization of Social Studies Programs**
   - Traditional models
   - Alternative models
   - Elements of SS program design

**CONTEXTS FOR TEACHING SOCIAL STUDIES**

4. **Dimensions of Cultural Diversity**
   - Cultural diversity
   - Ethnic diversity
   - Gender equity education
   - Multicultural education
   - Teaching and respecting religious diversity

5. **Dimensions of Instructional Diversity**
   - Physical and emotional diversity
   - Educational diversity

6. **Developing Character and Values**
   - Defining and building character
   - Service learning and responsible citizenship
   - Literature based techniques for values education

Revised July 2008
7. Social Studies: Gateway to Literacy
   Oral language and listening, ELL
   Reading and writing for social study
   Constructing meaning

SOCIAL STUDIES INSTRUCTION:

8. Planning for instruction
   Textbooks and beyond
   Using unconventional content
   Unit planning
   Essential questions and concept webs
   Outcomes as performance
   Sequencing activities

9. Assessing Learning
   Forms of assessment
   Traditional
   Authentic
   Alternative
   Portfolio
   Assessing attitudes and values

10. Strategies for effective teaching
    Teacher-centered instruction
    Student-centered instruction
    Small group instruction
    Cooperative learning
    Active learning and dramatic play
    Gaming
    Related technologies

11. Critical and reflective thinking
    Creative and critical thinking
    Problem solving
    Metacognition
    Problematizing, hypothesizing, and inferring
    Gathering and interpreting data
    Decision Making

12. Maps, Globes, and Graphics
    Interpreting maps, graphs, tables
    Using technology to maps, graphs, charts, and tables
    Data resources

13. Instructional Tools
    Resources: World Wide Web, Media, Community
    Evaluating resources
    Children’s Literature
    Acquiring instructional resources


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_
ELE 3340 References


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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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