UNIT THEME: Educator as Creator of Effective Educational Environments:
Integrating diverse
students, subjects, strategies, societies, 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.

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.


Texts:


Supplemental Materials: Live Text account

ELE3340 Outcomes:
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,” the NCSS definition of competent citizenship, the goal of the Social Studies.

Learning Model: Social Systems
This model is constructed to take advantage of the collective energy people generate when working together by building learning communities. Learning is viewed as an interaction between the student and critical aspects of the school and home environment and focuses on the whole ecosystem, not just the learner. The model is designed to lead students to define problems, explore various perspectives of the problems, and study together to master information, ideas, and skills. The teacher organizes the group process and disciplines it, helps the students find and organize information, and ensures a vigorous level of activity and discourse. Joyce, B., & Weil, M. (1996). Models of teaching. (5th ed.). Boston: Allyn and Bacon

Dispositions:
Teacher candidates in the department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, sensitivity to diversity, and the attitudes and ability to provide varied teaching practices evidenced in a supportive and encouraging atmosphere for learning. CEPS Dispositions Committee, F07

Course requirements and demonstrated competencies are aligned 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 (ICLAS)
http://www.isbe.net/profprep/CASCDvr/pdfs/24110_corelangarts_std.pdf

Technology Standards for all Illinois Teachers (ICTS)
http://www.isbe.net/profprep/CASCDvr/pdfs/24120_coretechnology.pdf

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
Outline of Course Topics

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

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

14. “Powerful teaching and learning in the Social Studies.” – NCSS,
Expectations of Excellence, p. 164ff

http://www.socialstudies.org/positions/powerful/

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


Assignments

Two (2) current event presentations 20 points
One (1) journal entry per class meeting 20 points
Virtual field trip w presentation 20 points
WebQuest w presentation 40 points
Journal article review (2 pages; APA) 20 points

Midterm 40 points
Final 40 points
Total 200 points

Grade Scale

Grading Scale: A 100-93%, B 92 – 84%, C 83 – 75%
Dispositions: Teacher candidates in the Department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, sensitivity to diversity, the ability to provide varied teaching practices evidenced in a supportive and encouraging environment.

NOTE: 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.

Students with disabilities are encouraged to contact the Eastern Illinois University Office of Disability Services for assistance. http://www.eiu.edu/~disablty/ 217-581-6583
**Attendance and participation policy**

Life is not fair, and in keeping with this basic tenant, there are no excused absences in my classes without documentation from a physician, etc. I also know and realize that you all have families, and sometimes life circumstances that just happen. Just be kind enough to let me know what’s happening when things pop up that interfere with class. I structure many projects and class assignments using group and partner work, therefore, you must be present to lend meaningful participation to your group and/or partner. I, however, do not want you in class with a virus, and those seem to go around constantly in the university. If you become ill with a virus, go to the health services and get whatever you need, get well, and return with a written statement of illness from the nurse, physician, etc. I will be flexible in these instances. However, I will not accept emails and phone calls stating that you woke up feeling bad, and just didn’t come to class, or calls and emails indicating that your alarm didn’t go off, your roommate snored all night and kept you up, etc.
Tentative schedule of class lecture topics/activities

1/7 – introductions; course overview; LiveText; LOC; primary source; WebQuest overview; discussion of virtual field trip project; midterm; final, etc.

1/9 – introduction to the social studies; for next class, bring 2 items that represent something valuable in your life; place in box that can be decorated, or bag.

1/14 – Investigating Classroom culture (artifact boxes)

1/16 – investigating class culture cont; partner/group lesson extensions

1/23 – Social Studies and using current events ppt.

1/28 – virtual field trip workshop (laptops)

1/30 – students mini-lesson – local history

2/4 – Online interactive mapping using Google Earth grades 4-6 (laptops)(social studies and the young learner (v19; no.3).

2/6 – students create mini-lessons for geography

2/11 – developing literacy through culturally relevant texts (social studies and the young learner (v19; no. 3).

2/13 – Literature in the social studies (Is There a Monster under My Bed?)

2/18 – Ancestral Mystery (digital primary source lesson)

2/20 – Who were they? (Digital primary source lesson)

2/25 – TBA

2/27 – TBA

3/3 – movie – “Paper Clips”; written reflections

3/5 – “Paper Clips”; reflections

3/17 – Presidential elections

3/19 – Teaching “about” religions legally

3/24 – Children of the Dust Bowl (primary source)

3/26 – virtual field trip presentations

3/31 – “”
4/2 – Paper Clips

4/7 – Paper Clips

4/9 -11/23 – Thanksgiving break!!

4/14 – WebQuest presentations

4/16 – journal article presentations

4/21 – journal article presentations

4/23 –

4/28 – final 10:15-12:15