ELE3340-003 SYLLABUS-Spring 2008
Social Studies For Elementary School Children
UNIT THEME--Educator as Creator of Effective Educational Environments:
Integrating diverse students, subjects, strategies, societies, and technologies

Instructor: Linda Sherwood
Room Location: BB 2160
Office Location: BB 1323
Office Hours: 10:00-12:00 (most Mondays); 12:30-3:30 T; 10:00-12:00 W and/or by appointment
Telephone: Office = 217-581-7830 Home = 217-382-5772
E-mail: lssherwood@eiu.edu or linsue86@hotmail.com

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 Competencies for all candidates:
• 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., & Showers, B. (1992). Models of teaching. (5th ed.). Boston: Allyn and Bacon

Dispositions:
Teacher candidates in the department of EC/ELE/ML 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

NAEYC (National Association for the Education of Young Children) NAEYC
http://www.naeyc.org/accreditation/next_era.asp

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<tr>
<th>Course Requirements</th>
<th>Demonstrated Competencies</th>
<th>Aligned Standards</th>
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<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>
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<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</td>
<td>ACEI 3.5, 5.4, IPTS 7, 9, ISTE 2, 5</td>
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<td>Core Assignment</td>
<td>Brief Description</td>
<td>Weight</td>
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<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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<td>Integrated Social Studies Curriculum Unit</td>
<td>Within the unit, social studies leads several subject areas (math, literacy, science) in investigation of an essential question. Resources are assembled reviewed and 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.</td>
<td>30%</td>
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<td>Literature/Journal Internet reviews</td>
<td>Literature, periodicals, and electronic media in many categories may be selected for relevance, reflection, and review.</td>
<td>10%</td>
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<tr>
<td>Exams</td>
<td>Tests reflect course objectives. A final exam is required. (EIU IGP#44)</td>
<td>20%</td>
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Grading Scale: A 100-93%, B 92 – 84%, C 83 – 75%

**Department Directive:** 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/](http://www.eiu.edu/~disablty/)  217-581-6583

Course Specific Requirements:

1. One to two page typed review of a journal/internet article over teaching social studies with a brief presentation of the information in class.

2. A two-week thematic unit will be developed. Due date, rubric, and criteria including use of the world wide web to be discussed in class. Presentation to the class will be evaluated.

3. One lesson from the unit with an attachment outlining in chart format the remaining nine lessons will be required as a submission to Live Text. Specific instructions will be demonstrated in class.

4. A final exam covering material from the text, readings, class discussion, and videos will be administered during exam week.

5. Participation and class activities will be evaluated.

6. Evaluations will include the following and are subject to change according to class needs and decisions:
   a. Participation 45
   b. Article Review 20
   c. Unit of Study/Presentation/LiveText 225
   d. Social Studies Web Sites 10
   e. Final 100

   **Grading Scale:**  A = 100-93,  B = 92 – 84,  C = 83 – 75, D = 74-66

   **Note:** This syllabus is tentative and subject to review and change based upon the instructor’s discretion.

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


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

**Reference List for ELE3340**


Lindquist, T. (2002). *Seeing the whole through social studies*. Portsmouth, NH: Heinemann


