Discover the Universe of Social Studies

ELE3340 / Barford

Department of Early Childhood, Elementary, and Middle Level Education
NCATE syllabus format
Eastern Illinois University

**ELE3340: Social Studies for Elementary School Children**

**College of Education and Professional Studies THEME:**
Educator as creator of effective educational environments:
integrating diverse students, subjects, strategies, societies,
and technologies.

**Course Description:**
(3-0-3) Planning and organizing for instruction; material selection; and evaluation in
social studies. Field-based activities will be provided in conjunction with ELE 4000.

**Prerequisites & Notes:**
ELE 3000; and concurrent enrollment in ELE 3290, ELE 4000, and ELE 4880, or
permission of department chair. University Teacher Education requirements apply and
department requirements for enrollment must be met.

Credits: 3

**Textbooks:**
*Curriculum Standards for the Social Studies*. NCSS, Washington, D.C.

**Readings and Resources Packet** may be purchased at the MLK Union, Copy Express
Recommended [Social Studies links](#).
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.

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 Models: 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., and Showers, B. (1992). Models of teaching. (4th ed.) Boston: Allyn and Bacon. "We teach by creating environments for children...We believe the strength in education resides in the intelligent use of [a] powerful variety of approaches...We believe the world of education should be a pluralistic one -- that children and adults alike should have a 'cafeteria of alternatives' to stimulate their growth and nurture both their unique potential and their capacity to make common cause in the rejuvenation of our troubled society." Joyce, B. & Weil, M. (1980). Models of teaching. (2nd ed.). pp. xxiii-xxxiv.

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](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](http://www.isbe.net/profprep/CASCDvr/pdfs/24110_corelangarts_std.pdf)

- Technology Standards for all Illinois Teachers (ICTS)

- 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)
## Course Requirements

<table>
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<tr>
<th>Course Requirements</th>
<th>Demonstrated Competencies</th>
<th>Aligned Standards</th>
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<tbody>
<tr>
<td><strong>Participation</strong></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><strong>Integrated Social Studies Curriculum Unit</strong></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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<tr>
<td><strong>Group Presentations</strong></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><strong>Performance</strong></td>
<td>Performance may include assembling and evaluating</td>
<td>ACEI 5.2</td>
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<tr>
<td>Literature/ Journal/Internet Reviews</td>
<td>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>IPTS 1, 9, 10 ISTE 4, 6 LASIT 2</td>
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<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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**Course Calendar**

use the above link for weekly topics, assignments, and readings for the current semester.

**Activities/ Productions and Recognition**

<p>| Participation (6 pt. deductions up to 30) | 30 |
| Purchase of ELE3340 packet | 5 |
| Print-out of this syllabus and calendar | 5 |</p>
<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>SS KWL and webbing</td>
<td>**</td>
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<tr>
<td>Take home quiz, W/Ch. 1</td>
<td>10</td>
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<tr>
<td>SS and children's literature presentation</td>
<td>10</td>
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<tr>
<td><strong>Integrated literature-based project</strong></td>
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<td>checklists and guidelines will be distributed for all components</td>
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<tr>
<td>Synopsis of the literature (novel)</td>
<td>20</td>
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<tr>
<td>3 Lesson plans @ 25 pts.</td>
<td>75</td>
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<tr>
<td>Notebook <strong>cover design</strong></td>
<td>10</td>
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<tr>
<td>Notebook organization</td>
<td>5</td>
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<tr>
<td>Cognitive and affective broad goals</td>
<td>10</td>
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<tr>
<td>Women's History Month</td>
<td></td>
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<tr>
<td>Group poster display</td>
<td>25</td>
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<tr>
<td>Journal article reviews (2)</td>
<td>10</td>
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<tr>
<td>Field Trip and response</td>
<td>10</td>
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<tr>
<td>Midterm</td>
<td>40</td>
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<tr>
<td>Final -- Thursday, May 3, 10:15:00 a.m.</td>
<td>50</td>
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<tr>
<td>Final Essay included within exam points (20)</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>315</strong></td>
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100 -93% = A    92-84% = B    83-75% = C

**Department Directive:** If the 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

Participation is essential. If you are absent, you cannot participate. No late work will be accepted with the exception of special circumstances. Resubmits are accepted within the week following return of the assignment.

This syllabus, and points awarded may need to change according to unanticipated class needs and decisions.

Specific guidelines for all projects and study guides for all tests will be distributed and discussed in advance of due dates.
**Reading List for ELE3340:**

All readings and Internet resources listed at the conclusion of chapters in W/M as well as those on the end-of-text reference list, pages R-1 to R-6 are recommended. Children's books, RH 25 - RH 58, include classics, new books, and many award-winners in helpful thematic categories.

**Social Studies websites** recommended by your instructor.

**Social Studies references** associated with sections of this course at EIU.


***EXTRA*****EXTRA***

Earn 5 pts for submitting a one page social studies write up with orientation for social studies teaching and learning of any of the following experiences

*** work done for election campaigns, local, state, national, and legislative initiatives

*** community service such as Crop Walk, World Food Day, UNICEF drive, volunteer hours -- Habitat for Humanity, Charleston Food Pantry, Big Brothers/ Big Sisters, Haiti Connection, Alternative Spring Break -- present your own ideas

*** View and review movies approved by the instructor. Suggested titles are Bowling for Columbine, Whale Rider, Hotel Rwanda, The Rabbit-proof Fence, various PBS documentaries, Frontline, NOW, etc. Analyze for elements of the CBMSS, especially cultural awareness and effective citizenship.

*** attendance at lectures amd events of significance for social studies: Campus events for Latino Heritage month, African American History month, Women's History month

*on-site powerful social studies experiences such as Abraham Lincoln Presidential Library (Springfield), St. Louis Museum of Westward Expansion, Chicago museums, Tarble Art Center cultural displays, Lincoln Log Cabin, Lincoln/Douglas Debate Museum, SS sessions at the Technology Conference, at the EIU History Conference, at the Spring EIU math conference, visits to Springfield gov't. and historical sites -- offer your own ideas.

**Two submissions are possible for a total of 10 extra credit points.** Experiences must occur during the present semester. All extra credit must be submitted BEFORE Thanksgiving break (fall) and BEFORE March 31 (spring).
A continuation of the course syllabus.  

Discover the Universe of Social Studies

**ELE 3340, section 4, Course Calendar**

J. Barford, Spring, 2008

**MW, 8:00 - 9:40, Buzzard Hall 2160**

The class will be completed in 11/12 weeks, during two 100 minutes class periods per week. In the course of the 15 week semester, three/four weeks will be set aside for practicum as organized for ELE4000/004. ELE3340 will not meet during the practicum weeks.

Calendar topics and tasks are based upon the outcomes and assignments listed in the course syllabus.

**Weeks 4-6**  **Weeks 7-9**  **Weeks 10-12**

Remember recommended Social Studies links

**Week 1, January 7 and 9**

Overview of ELE3340 and online resources. Finding social studies everywhere;
uncovering democratic values. Identifying the goals of SS. National SS standards. Illinois SS standards. The novel-based project. Connecting the present to the past with common critical issues. President's Activity.

**Tasks:** KWL and first webbing, due. Selection of topic and literature for SS curriculum project. Begin reading the books of your choice. W/Chapter 1.

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Association for Childhood Education International ACEI, EIU Student Branch invites you to join --
Old and new members -- please come to the Panel of Children meeting, January 17, Buzzard Hall Auditorium -- get organized for sp 07! Elementary children on the panel will discuss what makes a good teacher and what makes a good school.

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**Week 2, January 14 and 16**

Lindquist approach: seeing the whole through Social Studies.

Try this link from San Diego for some wonderful integrated teaching units based on children's literature:
http://www.sdcoe.k12.ca.us/score/cyberguide.html

Also Marvelous resources from Annette Lamb on theming with children's literature.

**Tasks:** Issue in the News due, presented in class. Synopsis and related literature search assigned. W/Chapters 1.4.6, 7

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**Week 3, January 23**
Writing broad goals for teaching real world connections. Developing broad goals for teaching from the SS themes found in your historical novel. Developing excellent lesson planning strategies. Enriching, extending, integrating SS themes. For our Women's History Month history lesson and display, see resources at Biography as a curriculum hub and Marco Polo

History and the humanities/ and the social sciences. Children's abilities and interests in history. How history and literature are interdependent. How to bring history to life. Using historical documents in teaching: journals, diaries, logs, letters. How to use
timelines in SS. Role models and motivation. The model personality lesson plan. Modeling the model. A visit from Jane Addams.

**Tasks:** Literature synopsis with SS themes due. Broad goals assigned and due. Women's history lesson plan assigned. W/Chapters 4, 5, 6, 10.

### Week 4, January 28 and January 30

Values education, the heart of SS. Kevin Ryan's five E's for teaching ethics in elementary and middle school. Human Rights education. [Human Rights](#). Fighting Fair video for non-violent conflict resolution within American historical context. Research (Bandura, Vygotsky) on modeling.


**Tasks:** Women's history/model personality plan due. Display date announced. Cultural Awareness lesson plan assigned. Study guide, test 1. W/Chapter 6, 11, 12

Invest in Practicum. Dates tba for sp.08

### Week 5

Cultural awareness plan due. Test 1, Midterm.

Welton /Chapters 2, 7, 10, 11

### Week 6

Geography activity development: Tremont Travelers, Bake a pie to see Ohio, Hunger Awareness Activity. How to Make an Apple Pie and See the World Travel Dude, Flat Stanley. Recording, managing, and displaying data: Global Fact Sheets. Drawing conclusions from graphs and other data organizers. Using mathematics as a descriptive language in SS. Writing a data gathering and analysis lesson plan.

**Ideas and links for Economics Education/elementary & middle level Economics for kids: Money Matters**

**Tasks:** Geography lesson plan assigned. W/Chapter 13

- enjoy a rewarding spring break!

**Week 7**


**Task:** continue work on geography plan. W/Chapters 2, 12, packet handouts

**Week 8**

Lesson plan return and review, emphasizing teacher as model learner. Values based education as realizing the essential questions in an ethical frame.

The role of myth and symbol in curriculum. Joseph Campbell's contribution to
understanding cultural similarities. The circle in world cultures. (exerpt Power of Myth video) The calendar as a cultural treasure chest. The Giving Feasts activity (packet)

TBA Field trip to Lincoln Log Cabin. Living history = powerful teaching and learning in the social studies.
Lerna School's e-Lincoln site.
**Task:** Geography/data gathering lesson plan due. W/Chapters 7, 12, 14

**Field trips -- living history experience, the** [Lincoln Log Cabin State Historical Site](https://www.nps.gov/linp/index.htm)  
**The Lincoln Douglas Debate Museum.**

**Week 9.**  
The world in a chocolate bar activity. Service learning resources to confront hunger issues. Preparing for an informed Thanksgiving.

Evaluation of technology strategies and resources in the Social Studies.
Resources from the National Council for the Social Studies, from Bernie Dodge & Webquests for the Social Studies,  
Children's technology presentations of social studies projects. [Project WOW The WebQuest homepage](https://www.webquest.org/)
**Task:** Journal articles assigned. W/Chapter 12, 10

**Week 10.**  
Service learning vs. social action. Review of service learning curriculum. Examples of students effecting positive and lasting change in their communities. Democratic practice and social action. Question: Is social studies able to achieve its goal of competent citizenship w/o student involvement in authentic democratic practice and social action?  
Child Labor curriculum guide.

Review of social studies textbooks. Textbook rating scales. Writing our own evaluation instrument. Evaluating a commercial series at grade level.
Textbooks and standardized testing.

**Task:** W/Chapter 9

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**Week 11,**

**Completed Literature-based SS project due**

Day of Six Billion. October 12, 1999 was designated as the day on which the 6 billionth human being was born, placing the planet's human population at an all time high. What does this mean for us individually and socially? What is the condition of humanity as Earth becomes a smaller home for an increasing number of people. What is the condition of Earth? How can we help young children to think about the issue of population? PBS video, Affluenza. [pbs.org](http://pbs.org)

Strategies, activities, and **resources for population education.**

**Task:** Journal articles due. **Study guide**, review and preparation for the final exam.

Handouts in ELE3340 packet.

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**Week 12,**

Special topics: Global education and **peace education.** Teaching: peace, community, justice, caring, diversity, democracy. The cosmic context for SS teaching.


**Global/environmental education  Multicultural/Diversity education** (resources include on-line text of international children's books)

The services of the [National Council for the Social Studies](http://www.ncss.org).

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**Task:** **Writing of the final exam**, Wednesday, April 30, 2008. The exam will be returned and discussed during the official exam period, Thursday, May 1, 2008, at 8:00 a.m. The exam MUST be returned to you, in hand, for course credit, according to the objectives of meaningful assessment. **Attendance for the final exam period is mandatory.**

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**Reading List for ELE3340:**

The historical/cultural novel project consists of five specific activities developed from the selected award-winning intermediate level children's literature. Please see more [Newbery Award](http://www.newbery.org) winning books or [Newbery honor books](http://www.ala.org) for important development of SS
concepts for intermediate and middle grades. The professional readings for ELE3340 appear in the course syllabus. Readings listed at the conclusion of chapters in Welton as well as those on the end-of-text reference list are recommended. See the journals of the National Council for the Social Studies: *Social Education, Social Studies and the Young Learner, Theory and Research in the Social Studies*.


Return to [ELE3340 course syllabus](#).