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

Spring: 2008
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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.

Supplemental materials: Livetext account required. 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.

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

Purpose of Generic Syllabus:

To provide the framework from which individual instructors can assure common outcomes for all certification candidates enrolled in ELE3340. Grading scales and instructional sequence will be determined by individual instructors.

Course requirements and demonstrated competencies are aligned with the following standards:

Illinois Professional Teaching Standards (IPTS)
http://www.isbe.il.us/profprep/PDFs/ipts.pdf
Association for Childhood Education International (ACEI)
http://www.acei.org/Synopsis.htm
Illinois Core Language Arts Standards (ICLAS)
http://www.isbe.net/profprep/CASCDvr/pdfs/24110_corelangarts_std.pdf
Illinois Core Technology Standards (ICTS)

Texts:

**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

<table>
<thead>
<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.</td>
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<tr>
<td>Projects/Units/Guides</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. Focus is on the design of integrated and themed curriculum for comprehensive social studies and</td>
<td>ACEI 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, IPTS 1, 3, 4, 5, 6, 8</td>
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citizenship in a global village, including the creation of learning environments that invite development of healthy self-concept and pro-social behaviors.

**Group Presentations**

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.

**Journal/Internet Reviews**

Performance may include reading an article provided by the instructor and submitting a reaction paper based on that article 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.

**Selected Assignments**

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.

**Final Exam**

The course final exam will be administered during exam week as scheduled and as required by Internal Governing Policy #44, Eastern Illinois University.

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**Outline of Course Topics**

**BUILDING A FRAMEWORK**

Dynamics of Social Studies
- Democratic Citizenship
- Nature and Origins
- Citizenship Education

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

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

**CONTEXTS FOR TEACHING SOCIAL STUDIES**

Dimensions of Cultural Diversity
- Cultural diversity

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*Note: The syllabus is tentative and subject to review and change.*

**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
Ethnic diversity
Gender equity education
Multicultural education
Teaching and respecting religious diversity

Dimensions of Instructional Diversity
Physical and emotional diversity
Educational diversity

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

Social Studies: Gateway to Literacy
Oral language and listening, ELL
Reading and writing for social study
Constructing meaning

SOCIAL STUDIES INSTRUCTION:

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

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

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

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

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

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

“Powerful teaching and learning in the Social Studies.” – NCSS, Expectations of Excellence, p. 164ff
http://www.socialstudies.org/positions/powerful/

Course Requirements:
1. One (1) page review of article dealing with teaching social studies and presentation of that information to the class. Information must be typed!! Be sure to include your name on the paper. Article should be from 1998 to the present. Papers should include
   a. Reference in APA format (top of the page).
   b. Summary of article.
   c. Implication of the article to your area of teaching.
   d. Copy of the article.

   All students will be expected to meet performance criteria associated with grammar, spelling and sentence structure. A list of appropriate journals will be discussed in class and a rubric.
2. The completion of three unit exams is required. Exams will cover material from textbook, readings, class discussions, videos etc.
3. A thematic unit for two weeks will be due at the end of the semester. Criteria and a rubric will be passed out in class.
4. One lesson from your thematic unit must be submitted in Live Text
5. Evaluations will include the following and are subject to change according to class needs and decisions:
   a. Attendance and participation (3 pts are earned for each day up to) 60
   b. Article Review (1 @ 25 points) 25
   c. Thematic Unit of Study 200
   d. Unit Tests (3 @ 100 pts) 300
   e. Social Studies Web Sites 10
   f. Presentations in class 25
   h. Final Exam 20

   Total Points 640

   Grade Scale:
   A  92%   C  75%
   B  82%   D  70%
   F  69% and below

Due dates will be set for all work; one point shall be deducted for each calendar day that a paper or project is late. No work will be accepted after the last day of class. A 10% deduction will be assessed on all tests not taken on the assigned day.
Specific guidelines for all projects will be discussed well in advance of due dates. This grading system and assignments are subject to change by the instructor.

ELE3340 Schedule
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Jan. 8    Syllabus, schedule, expectations of the class, grading, attendance policy; lesson
Plan, orientation, state goals; Discuss News Projects and Journal Reviews.
Handouts for these projects. “Survey of Attitudes Toward Social Studies.” Time
Capsule Activity; Yertle the Turtle; READ Chapter 1

Jan. 10   Discussion Chapter 1; Group Work: “Lost on the Moon Activity “; “Who is
Qualified to be President?” Read Chap 2.

Jan. 15   “Voyage to the New World” Group Activity; Discussion Chap. 2; Discuss
 ASICG  thematic unit and the use of chapter books; Small group activity: Relating a
historical event to other social studies fields; Read Chap. 3.

Jan. 17   Group presentations. Discussion Chapter 3; Group work: Topic to Topic
Approach v. A Concept-based Approach; Planning a Unit; Pass out criteria for
Thematic Unit

Jan. 22   Weaving Instructional Themes into Social Studies; “The Explorer Cookie
Activity”; Review for Unit 1 Test.

Jan. 24   UNIT 1 EXAM; Dismissal to Library after the exam to choose a chapter book
for the thematic unit assignment; Read Chap. 4

Jan. 29   Discussion Chap. 4; Journal Review Due; “Contrasting Cultures” Group
Activity; Read Chap. 5. Bring Chapter book to class for approval

Jan. 31   Discussion Chap. 5; “Build A Class” Group Activity; Read Chap. 6

Feb. 5    Discuss Chap 6; “The Ordeal of the Explorers” Group Activity; Samples of
other activities; Literary Unit Due

Feb. 7    Samples of Holocaust videos: Forget Me Not & Genocide; Extra Credit:
Review of videos. Read Chapter 7, 8

Feb. 12   Discuss Chap. 7; Rewriting Materials for Students; review for test

Feb. 14   Unit 2 Exam

Suggested Journals for Article Reviews
Social Education
Theory and Research in Social Education
Educational Leadership
Elementary School Journal
Schools in the Middle
The Reading Teacher
Journal of Teacher Education

Social Studies & The Young Learner
The Social Studies Teacher
American Education
Phi Delta Kappan
Childhood Education
Educational Forum
Reference List for ELE3340


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


Revised, spring, 2007

Stephen, Barford, Loy, Fero