COURSE DESCRIPTION: ELE 5640: Curriculum and Supervision in the Social Studies, K-8 (3 s.h.). A study of objectives, content, materials, and strategies in organizing, supervising, and improving social studies programs.

COURSE PURPOSE: The course goal is preparation of those concerned and/or involved with the responsibility for more effective supervision and improvement of social studies curriculum and instruction, aligned with the goal of social studies education (NCSS): competent and compassionate citizenship in a diverse and interdependent world. The course approach is historical, critical, programmatic, and applied.

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." B. Joyce, M. Weil, and B. Showers (1992) Models of Teaching, 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." B. Joyce and M. Weil (1980). Models of Teaching, 2nd edition, pp. xxiii-xxxiv.
Reference List for ELE 5640


Tentative Course Outline

1/10 – introductions; course overview; etc. Begin web sites……
- 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.

1/17 – Investigating Classroom culture (artifact boxes)

1/24 – Ancestral Mystery (primary source; culture; immigration; ancestry)
Who were they? (digital primary source lesson); partner mini-lessons

1/31 – digital primary sources using Library of Congress; begin project for Women’s History.

2/7 – local history - my hometown project: creating brochures to “promote” home town
- my hometown - create presentation to welcome people to hometowns

2/14 – exploration of children’s literature for the teaching of social studies; WebQuest workshop

2/21 – Slave narratives

2/28 – Paper Clips: from Internet; lessons on the Holocaust

3/6 – Google Earth: mapping and geography

3/13 – Spring Break!!

3/20 – Is There A Monster Under My Bed??

3/27 – Dust Bowl primary source lesson

4/3 – St. Louis World’s Fair: create unit of study from video
4/10 – exploration of web sites for the teaching of social studies; compilation of sites for classroom use

4/17 - Erie Canal: history; music

4/24 – present WebQuests and web sites

*Most assignments will be submitted via technology, using Microsoft tools. The syllabus and miscellaneous handouts, assignments, etc. will be accessed through my website. Virtually no trees will be sacrificed for the purposes of this course.*

Requirements

Attendance/participation/class activities 10 points
Women’s History Project 40 points
Creation of a WebQuest w digital primary sources 40 points
Creation of a web site 40 points
2 journal article reviews 30 points
2 current events 10 points
Integrated teaching unit using NCSS standards 30 points

Grading Scale

A - 93%-100%
B - 85%-92%
C - 77%-84%
D - 69%-76%
F - below 69%

If you need course adaptations or accommodations due to a disability, please make an appointment to see me as soon as possible or contact the Director of Disability Services (581-6583).

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.