

**Department of Education**

Term: Fall 2010

SYLLABUS

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| **Course:** | ELE 448: Methods and Materials for Elementary Social Studies | **Professor:** | Dr. Lisa D. Waller |
| **Credits:** | 3 Semester Hours | **Office Hours:** | MWF 9:00-11:00 and 12:00-1:00 and by appointment |
| **Classroom:** | 215 McClurg | **Office Phone:** | 803-321-5207 |
| **Class Meets:** | MW 2:00 – 3:15 | **Office:** | 205 McClurg |
|  |  | **Email:** | lisa.waller@newberry.edu |

1. **Course Description**

***ECE 438*** *Prerequisite: Admission to Teacher Education*

This course provides teacher candidates with an in-depth study of methods and materials used for teaching social studies to primary students (PK-3). Emphasis will be on the use of a variety of instructional strategies to meet the diverse needs of primary students in the areas of history, geography, economics, political science, and social studies.

***ELE 448*** *Prerequisite: Admission to Teacher Education*

This course provides teacher candidates with an in-depth study of methods and materials used for teaching social studies to elementary students (grades 2-6). Emphasis will be on the use of a variety of instructional strategies to meet the diverse needs of elementary students in the areas of history, geography, economics, political science, and social studies. Literature integration into the social studies curriculum will be emphasized in the course.

1. **Objectives**
2. Identify a variety of instruction strategies (activities) for teaching social studies which are appropriate for elementary students from diverse backgrounds and with varying needs, interests, and learning styles.
3. Participate and analyze personal experiences with a variety of instruction strategies (e.g. simulations/role playing, dramatics, concept development, cooperative learning, graphic organizers and activities using primary sources, cultural artifacts including works of art and literature).
4. Locate, discuss, analyze, and evaluate a variety of social studies teaching resources.
5. Design lessons in developmentally appropriate ways that implement the National Standards for Social Studies Education.
6. Plan a thematic unit which aligns with national and state social studies standards and incorporates resources and activities that promote active student involvement. Unit must include attention to:
   1. critical thinking processes
   2. multicultural perspectives
   3. concept development
   4. integration with other subjects
7. Identify and develop a variety of techniques for assessment that are consistent with instructional strategies and objectives/standards.
8. Incorporate technology into social studies learning
9. Develop a philosophy for teaching social studies.
10. Integrate literacy and the expressive arts into the social studies curriculum.
11. Gain exposure to social studies curriculum, scope and sequence.
12. **Required Texts and Readings**

**Purchased by Student:**

Chapin, J. (2009). Elementary social studies: A practical guide (7th ed.). Pearson: Boston.

ISBN 978-0-205-59352-1

**LIVETEXT Account REQUIRED**

**Supplementary Materials:**

Obenchain, K. M., & Morris, R. V. (2011). 50 social studies strategies for K-8 classrooms (3rd ed.). Pearson: Boston.

ISBN 978-0-13-705015-4

South Carolina Social Studies Standards for PreK – Grade 6

National Social Studies Standards

1. **Academic Requirements**

**Writing Standard**

Students in this course are preparing to become teachers.  As a teacher, you are expected to produce written documents that are easily read, well organized, clearly understood, grammatically correct, and include no spelling errors.  Therefore the quality of your ideas as well as your presentation will be taken into consideration when assigning grades.  You are encouraged to use the grammar- and spell-checker capabilities of your word processor, and to ask your peers to proofread your papers prior to submitting them to the instructor.  No handwritten assignments will be accepted.

**Descriptions of Learning Assignments**

You will be responsible for all assigned readings listed in the course schedule. In addition to class readings, you will spend time outside of class working on a variety of assignments that will be due throughout the semester. Assignments will be announced in class and posted in Live Text. **If you miss class, it is your responsibility to check with a classmate and review Live Text for these assignments**. The fact that you missed class is not a legitimate reason for missing the deadline for an assignment.

***Internet Site Share:*** You will select a social studies related website to investigate and share with the class. You will sign up in advance and present on an assigned day during the semester. Your presentation should emphasize how this website can be used to effectively teach social studies to the elementary student or to inform the elementary school teacher and should not exceed five minutes in length. Specific details and a grading rubric will be provided prior to due date.

***Show and Tell Share:*** You will show an instructional resource and tell how it can be used to effectively teach social studies to the elementary student. Ideas include but are not limited to information gained from recent journal article (last 2 years), children’s book, experienced teacher, and others. You must cite your source and align resources to national social studies themes and South Carolina grade level standards. You will sign up in advance and present on an assigned day during the semester. Specific details and a grading rubric will be provided prior to due date.

***Family Artifact Lesson Starter:*** You will write a lesson around a family artifact (or personal primary source). You will use the artifact to introduce your lesson. Candidates will teach the introduction portion of the lesson and then describe the actual lesson to the class. Specific details and a grading rubric will be provided prior to due date.

***Social Studies Philosophy Statement:*** You will write a statement of your own personal philosophy to teaching social studies. This statement is based on your own experiences as a learner, and what methods, tactics, beliefs and philosophies you will implement as a teacher in your social studies classroom. This item should be added to your professional portfolio for employment. Specific details and a grading rubric will be provided prior to due date.

***Social Studies Curriculum Summative Assessment:*** You will evaluate an elementary school teacher’s year-long social studies curriculum plans for their attention to critical issues in social studies education. You will apply the knowledge of critical issues and methods in the elementary social studies classroom in order to evaluate the worth of instructional plans and materials. You will also be asked to make specific suggestions for instructional improvement of the unit. This activity will be completed in-class and will serve as a cumulative assessment. Specific details will be provided prior to the assessment date.

***Social Studies Fair:*** You will work in small groups to create one station of the Social Studies Fair. You will create the lesson, activities, and materials as a group to present to groups of local elementary students. The fair will be held on the Newberry College campus on November 19th. The fair will satisfy your field experience requirements for this course. Group evaluations will be completed and will be used to help determine your effort with the assignment. This assignment will be a group graded assignment where each member receives the same grade for the work, unless the evaluations present a need for altering individual members’ grades. Specific details and a grading rubric will be provided prior to due date.

***Unit Plan:*** You will create a 5-day unit plan based on a thematic concept. Thematic units investigate one theme from a variety of perspectives and approaches. Using a thematic concept of instruction connects topics within the subject area, expands and enhances understanding, increases motivation, and provides a holistic learning experience. The unit plan will be in place of your final exam. Your unit plan will contain well-written lesson plans that connect to national and local standards for elementary social studies; integrate multiple disciplines; differentiate instruction for a variety of learners, use a variety of instructional strategies and assessments; incorporate technology and literature; and is multicultural. Several activities included in the unit plan will be turned in prior to the unit due date. Specific details and grading rubrics will be provided prior to the due date for all assignments related to the unit plan. Unit plan assignments turned in early include:

***Concept Map:*** You will develop a preliminary plan for your thematic unit on a topic related to South Carolina’s social studies standards for a chosen grade level. To illustrate your plan, you will create a computer generated concept map using the online webspiration site. Your concept map should include the topic and the key concepts in different subject areas that will be developed in this unit.

***Social Studies Strategy Lesson Plan:*** You will select one strategy from the book *50 Social Studies Strategies for K-8 Classrooms* to present to the class. You will create a brief lesson using the strategy and include it in your 5-day unit. This lesson will be one of the five days for your final unit. You are expected to create any props or materials needed to present the lesson to the class. Specific details will be provided prior to due date.

***Alternative Assessment Activity and Rubric:*** You will develop an alternative assessment activity that would allow students the opportunity to demonstrate their knowledge of one or more important social studies concepts addressed in the unit plan. Specific details will be provided prior to the due date.

***Literacy (Book) Lesson Plan:*** You will select an age-appropriate book related to social studies (history, standard, or both) and develop a lesson plan around the book. This lesson will be one of the five days for your final unit. Specific details will be provided prior to the due date.

1. **ADMINISTRATIVE REQUIREMENTS**

**NOTE: As future educators, I ask you to attend class, complete work, and conduct yourself in a manner that you would expect out of your future students. It will not be too long before you are the teacher in your own class.**

***Attendance***

Candidates are expected to be present, on time, and prepared for all classes. A missed class means a missed opportunity to gain knowledge, skills, and dispositions necessary for your chosen career. Excessive absences or tardies will naturally lead to lower grades on work and tests because of these missed opportunities for learning. Three tardies count as one absence. Candidates may only miss a total of five M/W classes or six M/W/F classes. Absences exceeding the stated number will result in a failing grade for the course.  Missing three classes without documented extenuating circumstances will result in a one letter grade reduction and a disposition form will be filed expressing concern about the candidate’s professional commitment. Candidates are responsible for content covered in class during their absence. Candidates who know in advance that they will be absent from class (for pre-authorized field trips, sports competition, conferences, or similar events) should notify the professor in writing before the absence and turn work in early. Education faculty members reserve the right to ask for verification when determining whether to allow candidates to make up tests or exams.  Candidates who are absent must contact the professor as soon as possible in writing and discuss the situation.

***Completing work on time***

Students are expected to complete **ALL** work on time. This includes being present for exams, and handing in all written work on time. Make up tests will be given only under **special** circumstances, and **late** written work will ordinarily NOT be accepted.

***Academic Integrity***

Cheating and plagiarism will not be tolerated. Perpetrators will receive a “0” on the assignment and a disposition form will be filed. Candidates may also be referred to the Conduct Review Board for Newberry College. Remember that plagiarism includes, but is not limited to: Turning in someone else’s work as your own, not citing quoted material, using the same assignment for more than one class without PRIOR approval from the instructors, and including your name on a group project when you did not do your share of the work.

1. ***ADDITIONAL INFORMATION OF INTEREST***

***Disabilities Support***

If you are a student with a documented **learning or physical disability** who requires special accommodations, it is your responsibility to make such arrangements by contacting Director of Student Academic Services, Kay Chandler, who also heads our office of Disabilities Support Services.  Her office is located in Wright Hall and she can be reached at 803-321-5187.  Following a confidential interview with you, she will contact your instructors to inform them of your special needs.  Note: Your instructors are not permitted to discuss your disabilities with you until you have registered with the office of Disabilities Support Services.  For further information, please visit [http://www.newberry-college.net/dss](https://mail.newberry.edu/owa/redir.aspx?C=5dc26cc0967c4b13abc85b0d3094a4f7&URL=http%3a%2f%2fwww.newberry-college.net%2fdss)

***Electronic Media***

Please turn off all electronic devices, other than your laptop, when entering the classroom. During class, please refrain from taking cell phone calls, sending and receiving text messages and emails, surfing the Internet and listening to IPods as these activities interfere with the learning environment. Personal computers may be used in class for note-taking and other assignments given by the professor. [Students using computers for a purpose other than mentioned above will be asked to shut down the computer].

***Class Conduct***

Learning is a social activity. The success of our class depends just as much on the preparation and participation of every student as it does on the preparation and participation of the instructor. Thus, the burden of instruction is shared by all in class. So it is your job to come to class prepared and willing to participate. As the instructor, I am dedicated to making our class a place where all can freely and openly participate. Everyone comes to class with a variety of ideas, points of view, and opinions. You should feel free to express those on the topics at hand while in class, regardless of what those opinions are. You should also, then, be prepared to entertain challenges to those views, either from other students or the instructor. Self-examination, questioning of assumed and long-held views, and the articulation and defense of deeply held beliefs will be asked of you. This can be scary and even painful, but our goal is to allow it to take place in a safe environment, where individuals are free to express their views and dissent. As the instructor, I am not free of these obligations. I have my own views about the topics at hand; my stand on various positions will be apparent. Yet my views should not become your views, nor should they be the views parroted back on various examinations or assessments. Test your views, argue for them, and try out others. Just do not be afraid to question the assumptions of yourself and others around you, or all this college business will be largely in vain. In an effort to create a place where views can be freely expressed and discussed, I expect (and will enforce) civil conduct in our discussions. Belittling, sarcasm, insults, and raised voices will not be tolerated.

***Emergency Procedures***

In case of an extended loss of in-class time due to inclement weather, sickness, natural disasters, etc. students are still responsible for completing course work by following the syllabus and posting assignments in Live Text or to the email of the professor, to the extent possible. The professor will provide course resources, answer questions and make clarifications. It is essential that we continue with instruction and assignments during a loss of in-class time.

1. **EVALUATION AND GRADING**

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| --- | --- | --- |
| **Grade** | **Percentage** | **Required Points** |
| A | 90 – 100% | 450 – 500 |
| B+ | 87 – 89% | 435 – 449 |
| B | 80 – 86% | 400 – 434 |
| C+ | 77 – 79% | 385 – 399 |
| C | 70 – 76% | 350 – 384 |
| D+ | 67 – 69% | 335 – 349 |
| D | 60 – 66% | 300 – 334 |
| F | Below 60% | Below 300 |

This course is based on a 500 point system.

Itemized as follows:

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| --- | --- |
| **Graded Opportunities** | **Points Possible** |
| Class Participation | 10 |
| Internet Site Share | 20 |
| Show and Tell Share | 20 |
| Social Studies Fair (Group Assessment & Personal Reflection) | 70 |
| Family Artifact Lesson Starter | 20 |
| Social Studies Philosophy Statement | 30 |
| Social Studies Curriculum Assessment (Summative) | 60 |
| **Assignments Related to Unit Plan:** |  |
| Concept Map | 30 |
| Social Studies Strategy Lesson | 30 |
| Alternative Assessment Activity and Rubric | 30 |
| Literacy (Book) Lesson Plan | 30 |
| Unit Plan | 150 |
| **TOTAL POINTS** | **500** |

1. **COURSE CALENDAR**

|  |  |  |  |
| --- | --- | --- | --- |
| **Class** | **Date** | **Topic/Agenda** | **Assignments** |
| **PART I - SOCIAL STUDIES CURRICULUM** | | | |
| 1 | 8-25 | Introduction  Sign up and Brainstorm Day | Brainstorm Unit Theme  Brainstorm Fair  Review Standards on Live Text |
| 2 | 8-30 | Standards  Concept Mapping | Read Chapter 1 |
| **PART II – SOCIAL STUDIES PLANNING** | | | |
| 3 | 9-1 | Introduction to Planning  Goals, Long-Range Planning, and Objectives | Read Chapter 2 |
|  | 9-6 | **Labor Day – No Class** |  |
| 4 | 9-8 | Unit Planning  Lesson Planning | Review Newberry College Lesson Plan Template  Brainstorm Unit |
| 5 | 9-13 | Lesson Planning | Concept Map DUE next class |
| **PART III – SOCIAL STUDIES ASSESSMENT** | | | |
| 6 | 9-15 | **CONCEPT MAP DUE**  Introduction to Assessment  Types of Assessment | Read Chapter 4 |
| 7 | 9-20 | Performance-Based Authentic Assessment |  |
| 8 | 9-22 | **NO CLASS – NCATE CONFERENCE**  \*\*\*Work with your Fair Groups\*\*\* | Fair Overview DUE next class |
| 9 | 9-27 | **Fair Overview DUE**  Formative Assessment | Family Artifact Lesson and presentation DUE next class |
| **Part IV – SOCIAL STUDIES INSTRUCTIONAL STRATEGIES** | | | |
| 10 | 9-29 | **Family Artifact Lesson DUE and PRESENT** |  |
| 11 | 10-4 | Introduction to Instructional Strategies | Read Chapter 3  Alternative Assessment DUE next class |
| 12 | 10-6 | Mid-Term  **Alternative Assessment DUE** |  |
| 13 | 10-11 | Instructional Strategies part II | Read Chapter 9 |
| 14 | 10-13 | [Spotlight Lesson] TBA |  |
| 15 | 10-18 | Learning Centers in Social Studies |  |
| 16 | 10-20 | [Spotlight Lesson] TBA | Literacy Lesson DUE next class |
| 17 | 10-25 | **Literacy Lesson DUE** |  |
| 18 | 10-27 | [Spotlight Lesson] TBA | Social Studies Strategy Presentations NEXT 2 classes |
| 19 | 11-1 | **Social Studies Strategy Presentations** |  |
| 20 | 11-3 | **Social Studies Strategy Presentations** |  |
| 21 | 11-8 | Review for Curriculum Assessment | Curriculum Assessment NEXT class…Gather all Materials |
| 22 | 11-10 | **Curriculum Summative Assessment** |  |
| 23 | 11-15 | [Spotlight Lesson] TBA  Fair work day | Fair “dress rehearsal” NEXT class |
| 24 | 11-17 | **Fair “dress rehearsal”** | Fair on the 19th…BE READY!! |
|  | 11-19 | **Social Studies Fair at Newberry College**  **8:00 – 3:00** |  |
| 25 | 11-22 | Fair Reflection and Evaluation | Unit Plan DUE after break  Unit presentations on 29th and 1st |
|  | 11-24 | Thanksgiving Break – No Class |  |
| 26 | 11-29 | **Unit Plan DUE**  **Present Unit Plan Overviews** |  |
| 27 | 12-1 | Last Class  **Present Unit Plan Overviews**  Teacher Evaluations | Social Studies Teaching Philosophy DUE on Exam day |
|  |  | Final Exam Period (No Exam)  Pick up Unit Plans  **Social Studies Teaching Philosophy DUE**  12/8 @ 4:00 pm |  |

**NOTE:** You will sign up for specific dates for Internet Share and Show and Tell Share; please remember to label those DUE DATES on your calendar!!

Internet Site Share: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Show and Tell Share: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ONGOING ASSIGNMENTS**:

There are several large assignments that will require ongoing work throughout the semester. While there will be some in-class time to work on these, make sure you allocate time outside of class for your UNIT PLAN and the SOCIAL STUDIES FAIR!

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Learning Outcomes**  The student will… | | **Assessment(s)** | **INTASC** | **NCATE** | **ACEI** | **ADEPT** | **Conceptual Framework** |
| 1 | Identify a variety of instruction strategies (activities) for teaching social studies which are appropriate for elementary students from diverse backgrounds and with varying needs, interests, and learning styles. | Show and Tell Share  Family Artifact Lesson Starter  SS Strategy Lesson  Literacy Lesson Plan | Multiple Instructional Strategies  Diverse Learners | Pedagogical Content Knowledge  Diversity | Curriculum  Instruction | Instruction  Professionalism | Diversity  Best Practice |
| 2 | Participate and analyze personal experiences with a variety of instruction strategies (e.g. simulations/role playing, dramatics, concept development, cooperative learning, graphic organizers and activities using primary sources, cultural artifacts including works of art and literature). | Class Participation  SS Philosophy Statement  SS Fair | Multiple Instructional Strategies | Pedagogical Content Knowledge | Curriculum  Instruction | Instruction | Content |
| 3 | Locate, discuss, analyze, and evaluate a variety of social studies teaching resources. | Internet Site Share  Show and tell Share  SS Curriculum Assessment | Multiple Instructional Strategies | Pedagogical Content Knowledge | Instruction | Planning | Best Practice  Content |
| 4 | Design lessons in developmentally appropriate ways that implement the National Standards for Social Studies Education. | Unit Plan  SS Fair | Planning  Instruction | Pedagogical Content Knowledge  Diversity | Curriculum  Instruction  Development | Planning  Instruction | Best Practice  Content |
| 5 | Plan a thematic unit which aligns with national and state social studies standards and incorporates resources and activities that promote active student involvement. Unit must include attention to:   * critical thinking processes * multicultural perspectives * concept development * integration with other subjects | Unit Plan | Planning  Instruction  Assessment | Pedagogical Content Knowledge  Diversity | Curriculum  Instruction  Development | Planning  Instruction  Assessment | Best Practice  Content  Diversity |
| 6 | Identify and develop a variety of techniques for assessment that are consistent with instructional strategies and objectives/standards. | Alternative Assessment Activity and Rubric  Unit Plan | Assessment | Student Learning | Assessment | Assessment | Best Practice |
| 7 | Incorporate technology into social studies learning | Internet Site Share  Unit Plan  Concept Map | Communication and Technology | Pedagogical Content Knowledge | Instruction | Instruction | Best Practice |
| 8 | Develop a philosophy for teaching social studies. | SS Philosophy Statement | Motivation and Management  Multiple Instructional Strategies | Professional and  Pedagogical Content Knowledge  Diversity | Professionalism | Professionalism | Best Practice  Diversity  Collaboration |
| 9 | Integrate literacy and the expressive arts into the social studies curriculum. | Literacy Lesson Plan | Multiple Instructional Strategies | Pedagogical Content Knowledge  Diversity | Curriculum  Instruction | Instruction | Best Practice  Content |
| 10 | Gain exposure to social studies curriculum, scope and sequence. | Curriculum Assessment  SS Fair | Planning | Content Knowledge | Curriculum | Planning | Content |

Research Base:

National Council for Social Studies Position Statements - <http://www.socialstudies.org/positions>

National Council for Social Studies - National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessments.

South Carolina Social Studies Academic Standards

Ediger, M. (2007) Philosophy of Social Studies Education. *Journal of Instructional Psychology, 34*(1). 18-21.

Zemelman, S., Daniels, H., & Hyde, A. (1998). *Best Practice: New Standards for Teaching and Learning in America’s Schools, (2nd Ed.).* Portsmouth, NH: Heinemann*.* – Provided by Newberry County Schools on Best Practice for Social Studies.