

The teacher opens the door, and the students enter themselves. – Confucius (551 BC – 479 BC)

EDU 375: Teaching Elementary School Social Studies

SUNY Cortland Education Department

Students can **SCORE** high in this class.

Students

Cooperation

Open-mindedness

Responsibility

Efforts

Course Information:	Instructor Information:
Credit Hours: 3 Tuesdays & Thursdays 604 (linked) meets in Van Hoesen B140 at 11:40am-12:55pm 602 (unlinked) meets in Van Hoesen B212 at 1:15 – 2:30pm	Dr. Lin Lin (Emergency contact: 716-348-0186) Office: Van Hoesen B224 Office Phone: 607-753-4234 Email: linlin@cortland.edu Office Hours: Tues & Thurs: 2:30 – 4:30pm or by appointment

Course Description:

This course emphasizes the goals, content knowledge, and teaching methods for elementary and intermediate social studies focusing upon how children learn social studies, problem solving, social issues and social action, recent trends and programs, and the integration of social studies with other areas of the elementary/intermediate school curriculum. This course has its WebCt classroom for course materials and assignment submission.

Professional Dispositions:

This course follows the department's procedures for continuous positive growth toward strong teaching skills and dispositions as reflected in the Assessment of Candidate's Professional Dispositions. It is the policy of the Department that positive teaching dispositions are a basic requirement.

Required Textbook/Other Course Materials:

Zinn, H. (2003). *A People's History of the United States: 1492 – present*. New York: Perennial Press. (Simplified as *Zinn* in calendar)

Bigelow, B. & Peterson, B. (1998). *Rethinking Columbus, The Next 500 Years*. Milwaukee: Rethinking Schools. (Simplified as *Bigelow* in calendar)

New York State Education Department. (2002). *Learning Standards for Social Studies*. Albany: NYSED. (Simplified as *NYS SS Standards* in calendar)
<http://www.emsc.nysed.gov/ciai/socst/pub/sslearn.pdf>

New York State Education Department. (2002). *Social Studies Resource Guide with Core Curriculum*. Albany: NYSED. (Simplified as *SS Resource Guide* in calendar)
<http://www.emsc.nysed.gov/ciai/socst/ssrg.html>

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Rand McNally. (1998). *Atlas of American History*. New York: Houghton Mifflin. (Simplified as *Atlas* in calendar)

A notebook for class notes, reflections, and teaching tips.

School supplies including construction papers, poster boards, glue, scissors, and markers, etc. (The instructor will bring some to class.)

Recommended Materials(optional):

New York State Education Department. (2002). *Consider the Source: Historical Records in the Classroom*. Albany: NYSED.

Web links for useful websites will be shared on WebCt.

Rationale and Goals of the Course:

The prospective Social Studies teacher will be prepared for effective interaction with elementary and/or intermediate students. The student will experience and understand strategies and theories of Social Studies pedagogy as well as implement them in an experimental "classroom". This will enable one to shape and fine-tune one's personal approach to the science and art of teaching as well as increase one's knowledge of social studies content.

EDU375 Broad Course Goals:

1. Recognized the scope and breadth of social studies topics and identified social studies topics in the elementary school curriculum.
2. Explored multiple perspectives of social studies topics, address diverse learning needs of learners, and construct hands-on, heads-on, and hearts-on social studies activities that support the NYS and NCSS standards.
3. Explored the strategies of developing an interdisciplinary and integrated approach to social studies instruction

Specific course goals as follows:

Self	Subject Matter
<ul style="list-style-type: none">• Explore individual experiences as social studies learners• Identify personal visions of social studies teaching• Interpret the origins of a personal teaching identity• Analyze past experiences as contributors to a social studies teacher identity	<ul style="list-style-type: none">• Identify social studies subject matter• Define "school history"• Recognize the benefits of history as a process of inquiry• Analyze social studies subject matter choices• Develop links to other content areas

Learners	Teaching
<ul style="list-style-type: none"> • Explore how a teacher’s personal learning theory influences pedagogy • Identify characteristics of children’s learning theories • Explore myths of children’s historical thinking abilities. 	<ul style="list-style-type: none"> • Describe and identify best teaching practice and apply to social studies teaching and content integration • Explain how conceptions of subject matter influence social studies teaching practice • Apply assessment techniques • Analyze the benefits and limitations of communication and multimedia technology

WebCt and TaskStream Components of the Course

EDU375 uses WebCt to share with students instructional materials, course-related activities, lecture notes, useful websites in social studies, assignment instruction, and grade book. Each student must have an active WebCt account and submit course assignments through ASSIGNMENT page on WebCt. Specific instruction will be provided for each assignment.

The Childhood/Early Childhood Education Department uses TaskStream as its data management tool for performance-based assessment for New York State Department of Education, NCATE (ACEI), and other reports. Candidates are required to subscribe to TaskStream, and to upload certain tasks into a Directed Response Folio for each of their courses in the C/EC program. For EDU 375, the only assignment to be submitted to TaskStream before May 14 is **Social Studies Mini-Unit Plan**.

Course Requirements:

1. Professionalism (5 points = 5 %)

Keep up with all the course requirements with high quality.

2. Reflections Essay (10%)

One reflection essay on previous social studies learning experiences.

3. Quizzes/Quick Write/Creating Quizzes on Readings (5 x 3 points = 15%)

We are going to read the following chapters of Howard Zinn’s *A People’s History of the United States: 1492 – present*. This text is like no other text you have read. It provides you with a different perspective from the one that you received from a traditional textbook and to have your reflect on this information as both a present-day student and a future teacher. As you read, please consider “how information in the assigned chapter **differs** from what you have learned?” Specific instruction for reading each chapter will be provided later.

Selected Chapters	Chapter Title	Assessment/Assignment	Credits
Chapter 25	<i>The 2000 Election and the “War</i>	Quiz (in-class and closed	3 points

	<i>on Terrorism”</i>	book) (quiz questions provided)	
Chapter 1	<i>Columbus, the Indians, the Human Progress</i>	Quick Write/Discussion (questions provided)	3 points
Chapter 2	<i>Drawing the Color Line</i>	Draw a timeline listing the important concepts (at least 8 major ideas) from this chapter	3 points
Chapter 6	<i>The Intimately Oppressed</i>	Name at least 5 women and explain their efforts in 18 th and 19 th centuries that have paved the way for “modern women” in the 20 th and 21 st centuries	3 points
Chapter 17	<i>“Or Does It Explode?”</i>	Create a quiz with at least six questions (at least one at each level of Bloom’s Taxonomy)	3 points

4. Lesson Plan on Rethinking Columbus (10 points = 10%)

Using Zinn’s Chapter 1 and Biglow’s *Rethinking Columbus*, each student will write a lesson plan using the provided Lesson Plan Template to teach about Columbian Exchange through multiple perspectives. Students will sign up for chapters in Biglow’s book for lesson plan ideas. After the instructor reviews the lesson plan and provides comments, each student will teach this lesson in class.

5. WOW – Window on the World Poster (20%)

Two students pair up and make a WOW: Window on the World poster. Each pair of student selects **ONE developing country** of the world, draws a physical map of that country, conducts and presents their research using the FIVE THEMES OF GEOGRAPHY. The physical map will serve as a “window”, which opens and leads us to the inside part of your poster, which presents a developing country of the world. Students will gather in groups of four students and share what they find about the countries they selected. Students should choose a country that is not selected by others in class. Detailed descriptions and rubrics will be provided on WebCt. Posters will be returned to students to keep for future classroom use.

6. Cooperative Social Studies Virtual Field Trip (20%)

You are asked to develop a Virtual Field Trip on a social studies topic of your choice with a partner. Your task will be to identify a social studies theme for your focus by reviewing the 10 National Council for the Social Studies themes (<http://www.ncss.org/standards>) and then select a topic and grade level for your focus. You will then review and gather appropriate Internet resources based on the theme and topic you've chosen and combine them into a tour. Once you have identified all of the resources you will use, you are to then write a narrative that weaves all of the resources together. The narrative is to be written in a PowerPoint slideshow with the selected Internet sites embedded throughout your work. This assignment is 15 points of your course grade.

7. Cooperative Social Studies Mini-Unit Plan (Whole Unit: 15 points, Presentation: 5 points = 20%)

Cooperative Social Studies Mini-Unit Plan is the only assignment for EDU 375 that is required to be uploaded on TaskStream at the end of the semester. TaskStream submission due May 14.

Four or five students are expected to work in a cooperative group and develop an elementary grade level (4th grade and above for this unit plan) social studies unit of at least four or five connected lessons. The unit will be judged on such factors as rationale, objectives, the quality of its content, its use of appropriate and engaging instructional strategies, and clarity of procedures. Each unit plan should include considerations of high order questions in Bloom’s Taxonomy, Multiple Intelligences Theory, Children’s Literature, use of primary sources, technology integration (WebQuest) and civic and service learning projects. Each group of four or five students turns in one final project, which is due on December 5. Each student will present his or her lesson plan in that unit. Detailed explanation and evaluation rubric are provided on WebCt.

Rewrite and Re-do policy:

If you receive less than full credit on your community diversity analysis paper, you can rewrite it and turn it in within one week. If you resubmit a paper, it must be re-typed and you must turn in your original paper and the original scoring rubrics so I can see the changes you made. Your improved draft will NOT get full credit of the assignment. Your new grade will be an average of the original and new grade.

The rest of the course assignments cannot be submitted late, nor can they be redone. Should emergent situations or medical reasons occur, please talk to me and I will certainly take them into consideration.

Grading:

Professionalism	5%
Evaluation of Readings	15%
Reflection Essay	10%
Lesson Plan on Rethinking Columbus	10%
WOW – Window on the World	20%
Social Studies Virtual Field Trip	20%
<u>Cooperative Unit Plan</u>	<u>20%</u>
TOTAL	100%

Grading will be based on participation and assignments. Numerical grade equivalents are as follows

95 to 100 points	= A	90 to 94 points	=A-	
88 to 89 points	= B+	84 to 87 points	=B	80 to 83 points =B-
78 to 79 points	= C+	74 to 77 points	=C	70 to 73 points =C-
68 to 69 points	= D+	64 to 67 points	=D	60 to 63 points =D-
0 to 59 points	= F			

Academic Integrity

The College is an academic community that values academic integrity and takes seriously its responsibility for upholding academic honesty. All members of the academic community have an obligation to uphold high intellectual and ethical standards. For more information on academic integrity and academic dishonesty, please refer to the College Handbook, the College Catalog and the Code of Student Conduct and Related Policies or ask your instructor.

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Students with Disabilities

If you are a student with a disability and wish to request accommodations, please contact the Office of Student Disability Services located in B140 Van Hoesen Hall or call (607) 753-2066 for an appointment. Information regarding your disability will be treated in a confidential manner. Because many accommodations require early planning, requests for accommodations should be made as early as possible.

Tentative Course Calendar:

(Readings and assignments should be finished by the date they are listed on.)

Date	Readings and Assignments DUE Today	Major Topics and Themes
Week 1 Thur. 1/24	NCSS's definition of Social Studies at http://www.ncss.org/about/ Reflection Essay #1 Due (WebCT) on Monday, 1/28 Start reading Zinn, Chapter 25 Chapter pages and Questions provided in class	Course Overview Building a Learning Community Defining SS, NCSS, NYS Standards
Week 2 Tue. 1/29	Zinn Chapter 25 and the Afterword, pp. 675-688 In-class Closed-Book QUIZ (Chapter 25) Atlas, pp. 63-71 NCSS Ten Thematic Strands of Social Studies Syllabus Treasure Hunt Consent Form	Current Issues What is Terrorism? Critical Thinking of Elementary Social Studies Curriculum
Thur. 1/31	NYS SS Standards, pp.1 SS Resource Guide, pp.8-11 Read and Bring a hard copy, if necessary, of <i>Higher Order Questions vs. Factual Questions?</i> (Bloom's Taxonomy) at http://www.coun.uvic.ca/learn/program/hndouts/bloom.html Start reading Zinn, Chapter 1 Sign up for Bigelow's chapters Start assigning lesson plan demonstration Lesson Plan Template	What is Social Studies? Seeing the World through Social Studies
Week 3 Tue. 2/5	Quick Write/Discussions on Zinn Chapter 1 Atlas pp. 9-16 Atlas pp.1-8 (skimming these pages) Bigelow's Chapters (you signed up for) Lesson Plan Demonstration (to be continued)	Seeing Social Studies through Multiple Perspectives Social Studies Content and Skills
Thur. 2/7	SS Resource Guide, pp.3-7, and pp.12-18 Lesson Plan Demonstration continued Start reading Zinn Chapter 2 Start your community diversity analysis paper	Experiential/Active Learning

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Week 4 Tue. 2/12	Lesson Plan Demonstration (continued if necessary) Timeline Listing Concepts for Zinn Chapter 2	Planning for Elementary Social Studies and Assessment
Thur. 2/14	NYS SS Standards, pp.14-15 SS Resource Guide, pp.21-35 Pair students up for WOW projects The Five Themes of Geography (video and discussion)	Geography: People, Place, and Environments
Week 5 2/19	NCSS Definition Revisited at http://www.ncss.org/about/ SS Resource Guide, pp. 3-7 and pp. 12-18 SS Standard: pp. 2-5 and pp. 8-11 (Standard 1: History of the U.S. and the World) (Standard 2: World History)	Learning Standards and Curriculum Community Building at the Huntington Camp
2/20- 2/22	Thursday No Class Raquette Lake Outdoor Education Field Trip	Environmental Awareness
Week 6 2/26	Assigned readings on Multiple Intelligences Atlas, pp. 17-24 Lesson Demonstration: Unequal Tug of War	History: The Roots of Knowledge Unit Planning in Early Grades and Elementary Social Studies
2/28	Bonus Essay DUE Today (You have up to March 14 to submit this essay. After March 14, no submission will be accepted.) NYS SS Standards, pp. 24-27 (Standard 5 -- Civics, Citizenship, and Government) Start WOW- Window on the World Start reading Zinn's Chapter 6	
Week 7 3/4	A List of Women and Their Achievements DUE Today Zinn's Chapter 6	Geography: People, Place, and Environments
3/6	Start selecting and reading a biography of your choice (elementary level, 4 th grade and above) Start Social Studies WebQuest (<i>Remember: Less is more!</i>)	Five Themes of Geography Writing Women into Curriculum
Week 8 3/11 – 3/13	No Class -- Have a relaxing Spring Break! Start reading Zinn, Chapter 17	

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<p>Week 9 3/18</p>	<p>WOW Posters DUE Peggy McIntosh's White Privilege: Unpacking the Invisible Knapsack at http://seamonkey.ed.asu.edu/~mcisaac/emc598ge/Unpacking.html Start reading Zinn, Chapter 17 Work on biography billboard</p>	<p>Multicultural Education Cooperative Learning Power of Literature and Writing in Social Studies</p>
<p>3/20</p>	<p>Your copy of the QUIZ on Zinn's Chapter 17 <i>(You CREATE the QUIZ!)</i> Start Social Studies WebQuest</p>	
<p>Week 10 3/25 AERA</p>	<p><i>Eye of the Storm</i> video and discussion (Substitute Teacher)</p>	<p>Racial Discrimination, and Diversity</p>
<p>3/27 AERA</p>	<p>No Class for EDU375 <i>(Attending AERA Conference in New York City)</i> Work on your Biography Billboard, SS WebQuest, and the Community Diversity Analysis Paper</p>	<p>Tolerance Acceptance</p>
<p>Week 11 4/1</p>	<p>MEET in TMC, Cortland College Library Jackdaw Kits Planning Cooperative Unit Plans: Each group comes up with a one-paragraph proposal.</p>	<p>Using Primary Sources to Teach History Current Issues</p>
<p>4/3</p>	<p>Biography Billboard DUE</p>	
<p>Week 12 4/8</p>	<p>Community Diversity Analysis Paper 1st Draft Due Bring a hard copy to class for peer review NYS SS Standards, pp.18-21 (Standard 4: Economics) Atlas, pp.63-71</p>	<p>Economics: Production, Distribution, and Consumption</p>
<p>4/10</p>	<p>Social Studies WebQuest DUE Group Unit Plan rationale</p>	
<p>Week 13 4/15</p>	<p>Revisit SS Resource Guide, pp.21-35 Examples of Good Units for grades K-3 Community Diversity Analysis Paper (final version) Due</p>	<p>Interdisciplinary: Integrating Other Subjects into Social Studies</p>
<p>4/17</p>	<p>Group Unit Plan Outline with Lesson Objectives Citizens, Citizenship, Immigrants, and Immigration</p>	
<p>Week 14 4/22</p>	<p>Examples of Good Units for grades K-3</p>	<p>Global Education and Current Issues</p>
<p>4/24</p>	<p>Unit Plan Sharing Group Unit Plan Workshop</p>	
<p>Week 15 4/29</p>	<p>Group Unit Plan Workshop</p>	<p>Cooperative Learning</p>

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5/1	Complete Written Unit Plan Due Hard Copy and WebCt submission Unit Plan Presentations start today	Assessment Reflections
Week 16 5/6	Unit Plan Presentations continued Start writing Reflection Essay #2	Assessment and Reflection
5/8	Unit Plan Presentations continued Reflection Essay #2 DUE	
Week 17 5/13	Uploading Unit Plan on TaskStream	Assessment

*This syllabus is tentative and may be modified at the discretion of the instructor and at the reasonable requests of the students.

Reading Reflection Essays should be typed and submitted through WebCt. The final Group Unit Plan should also be typed and submitted through WebCt. **Use font 12, use appropriate subheadings for each section, page-numbered.

Consent Form (Your Copy to Keep)

Dear students:

As the instructor for this course, I always appreciate students who agree to share their course works with other students and instructors in a regular classroom or online settings. The course assignments samples you will share in this course are shared by students who gave me permission to share their coursework. If you would like to give your permission for me to share your work as samples, please sign the consent form as follows. Your permission is very much appreciated.

Lin Lin

Course number: EDU-375 Circle ONE: 602 / 604 Semester/Year Spring 2008

Instructor: Lin Lin Signature *Lin Lin* Date _____

I give permission for my course assignments, with name eliminated for identity protection, to be shared with other teacher education students, instructors, and faculty in a regular classroom or websites. I also give permission for pictures of me participating in class activities (photographs and video) to be shared with other teacher education students, instructors, and faculty. I understand that my course grade will not be affected if I don't give my permission on this form.

Student name(printed): _____

Signature _____

Date _____