

## EDU 480: The Social and Academic Curriculum II

Department of Childhood/Early Childhood Education, Spring, 2010

Section 602 CRN <a href="#">26971</a> 8:30 – 9:45am Meets in Education Building room 1103 on T/Th. Office Hours: Wed.: 8:30 - 11am, 1:30 – 3pm Tues./Thurs.: 1:30 - 3pm	Section 601 CRN <a href="#">26970</a> 10:05 – 11:20am	Lin Lin Education Building 1250 607-753-4234 <a href="mailto:lin.lin@cortland.edu">lin.lin@cortland.edu</a>
<i>I always appreciate that you make appointments first. Other days of the week can work as well. - LL</i>		

### Course Description:

This course is an advanced integrated study of methods, planning and assessment for social studies and social curriculum for grades 1 through 6 with an emphasis on intermediate grades. It is aimed at developing elementary students' civic competence, responsible decision-making, and ability to make educated and reasoned choices for a culturally diverse and democratic society. This course has a classroom on eLearning. Co-requisite: EDU 479. Prerequisite: EDU 378. (3 credit hours)

### Broad Goals of the Course (In Alignment with NCATE/ACEI standards on TASKSTREAM)

1. Recognize the scope and breadth of social and academic curriculum with a focus on social studies themes in elementary school curriculum.
2. Explore 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. Explore the strategies of developing an interdisciplinary and integrated approach to social studies instruction.

### Required Textbook

- ❖ Bigelow, B. & Peterson, B. (1998). *Rethinking Columbus, The Next 500 Years*. Milwaukee: Rethinking Schools. (Simplified as *Bigelow* in course calendar)
- ❖ Obenchain, Kathryn M. and Morris, Ronald V. (2007). *50 Social Studies Strategies for K-8 Classrooms*. (2nd edition), Pearson Merrill Prentice Hall, Upper Saddle River, New Jersey, Columbus, Ohio. (Simplified as *50 Strategies* in course calendar)

### Optional/Online Available Chapters and Resources

- ❖ Zinn, H. (2003). *A People's History of the United States: 1492 – present*. New York: Perennial Press. (Simplified as *Zinn* in course calendar) (All five selected chapters are available online at <http://www.historyisaweapon.com/zinnapeopleshistory.html>)
- ❖ New York State Education Department. (2002). *Learning Standards for Social Studies*. Albany: NYSED. (Simplified as *SS Standards* in course calendar) Available online at <http://www.emsc.nysed.gov/ciai/socst/socstand/home.html>
- ❖ New York State Education Department. (2002). *Social Studies Resource Guide with Core Curriculum*. Albany: NYSED. (Simplified as *SS Resource Guide* in course calendar) Available online at <http://www.emsc.nysed.gov/ciai/socst/ssrg.htmlw>
- ❖ New York State Education Department. (2002). *Consider the Source: Historical Records in the Classroom*. Albany: NYSED.

- *TaskStream* subscription: [www.taskstream.com](http://www.taskstream.com)

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.

**Selected Websites for the Course:** More web links will be shared on SUNY Cortland E-Learning.

The National Council for the Social Studies (NCSS) at <http://www.ncss.org/> AND

<http://www.socialstudies.org/>

The New York State Learning Standards at <http://www.emsc.nysed.gov/nysatl/ssstand.html>

The New York State Social Studies Resource Guide with Core Curriculum at

<http://www.emsc.nysed.gov/ciai/socst/ssrg.html>

The Association for Childhood Education International (ACEI) at <http://www.acei.org/>

Library of Congress at <http://www.loc.gov/>

### **Professional Disposition Statement:**

This course follows the Childhood/Early Childhood Department 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. In the event of problematic demonstration of teaching disposition, incidents will be documented and the departmental and Teacher Education Council Fair Practice Policy and Procedures for action will be followed.

### **Academic Integrity:**

It is expected that candidates will maintain the highest academic and ethical standards. The College is an academic community, which 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.

*Plagiarism, whether by neglect or design, injures the learner and the community of learners; it is usually avoided by consistent and conscientious work habits. Violations will be handled according to College policies published in the College Handbook, the College Catalog and the Code of Student Conduct and Related Policies. A violation of academic integrity as an instance of academic dishonesty can occur in many ways. As discussed in the SUNY Cortland College Handbook (p. 51), instances of academic dishonesty are plagiarism, cheating on examinations and other actions such as:*

- *“Possessing papers, assignments, examinations, reports, lab reports or other assignments that have not formally been released by the instructor*
- *Purchasing or using a paper or assignment from an online source, paper mill, another student or other source and submitting it, wholly or in part as one's own*
- *Possessing another student's work without permission*
- *Writing or creating a research paper, written report, lab report or other work for another student*
- *Submitting the same work for two different classes without approval by both faculty members teaching both classes.”*

Further discussion of plagiarism in the *SUNY Cortland College Handbook* (p. 51) is as follows:

“Students are expected to submit and present work that is their own with proper documentation and acknowledgement when the work of others is consulted and used. Plagiarism can be intentional by

deliberately presenting the work of others as one's own, or inadvertent by accidentally omitting or erroneously citing sources.”

**Course Requirements:** (All course assignments, unless otherwise specified, should all be submitted on SUNY Cortland E-Learning. Should you experience problems with SUNY Cortland E-Learning, please let me know.)

**1. Professionalism (Responsible Attendance, Active Participation, and Professional Dispositions) (10%)**

**Responsible Attendance (5 points = 5%)**

You come to class each week on time and return from class breaks on time. You finish and submit all assignments on time. You let me know by email that you have to miss a class due to health and other issues. You email me after the absence if you fail to email me beforehand. You understand that arriving more than 15 minutes late and/or leaving 15 minutes earlier before class ends will be counted as an absence for all possible reasons. Being late to class for two times will be counted as one absence. Missing two classes is acceptable, and you still get 5 points if you inform me about your absences. Missing more than two classes, excused or unexcused, will lose 5 points from the final course grade.

**Your Active Participation and Excellent Professional Dispositions (5 points = 5%)**

You always strive for excellence in lesson plan designing and implementation, assessment of students' learning, providing differentiated instruction for learners with special needs. You are well acquainted with the professional dispositions required of all teacher candidates and you demonstrate excellent professional dispositions. You come to each class fully prepared after having completed all reading assignments and ready to share your opinions and ideas through whole class and small group discussions. You always volunteer to lead group discussions. You always volunteer to present for the group. Your lesson plans have highly motivating activities, engaging tasks and assignments for students, and thoughtful assessment methods.

PLEASE NOTE: I realize that circumstances beyond your control may at times require that you arrive late, leave early, or miss class. Please write a note to me explaining any such circumstances in case I do not remember verbal explanations. I will take reasonable conflicts into consideration when calculating final course grades.

PLEASE NOTE: It is your responsibility to keep copies of all handouts and other materials needed to score well on the exams and document your class performance should questions arise. Copies of missed handouts should be secured from the instructor in advance or fellow students as I might not carry multiple copies of old handouts to class each day. Do please feel free to come to my office and get or copy handouts there.

**2. Reading Responses (20%)**

Howard Zinn is 2010 New York University MLK Humanitarian Award Recipient. 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.

All the chapters of this book are available online, so you can save some money on textbook. Please feel free to purchase a used hard copy. Everyone who learns the history of the United States should read this book. – Lin Lin

Selected Chapters	Chapter Title and Web Links	Assessment/Assignment	Grade
Chapter 25	<i>The 2000 Election and the “War on Terrorism”</i> <a href="http://www.historyisaweapon.com/defcon1/zinn2000election25.html">http://www.historyisaweapon.com/defcon1/zinn2000election25.html</a>	In-Class Closed-Book Q & A (Questions are provided ahead of time)	4%
Chapter 1	<i>Columbus, the Indians, the Human Progress</i> <a href="http://www.historyisaweapon.com/defcon1/zinncol1.html">http://www.historyisaweapon.com/defcon1/zinncol1.html</a>	A Letter to Mr. Zinn (questions provided)	4%
Chapter 2	<i>Drawing the Color Line</i> <a href="http://www.historyisaweapon.com/defcon1/zinncolorline.html">http://www.historyisaweapon.com/defcon1/zinncolorline.html</a>	Draw a timeline listing the important concepts (at least 8 major ideas) from this chapter	4%
Chapter 6	<i>The Intimately Oppressed</i> <a href="http://www.historyisaweapon.com/defcon1/zinnint6.html">http://www.historyisaweapon.com/defcon1/zinnint6.html</a>	Name at least 5 women and explain their efforts in 18 <sup>th</sup> and 19 <sup>th</sup> centuries that have paved the way for “modern women” in the 20 <sup>th</sup> and 21 <sup>st</sup> centuries	4%
Chapter 17	<i>“Or Does It Explode?”</i> at <a href="http://www.historyisaweapon.com/defcon1/zinn17explo.html">http://www.historyisaweapon.com/defcon1/zinn17explo.html</a>	Create a quiz with at least six questions (at least one at each level of Bloom’s Taxonomy)	4%

### 3. Lesson Plan on Rethinking Columbus (10%)

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

### 4. Integrative and Thematic Social Studies Mini-Unit Plan (30%)

Each student is expected to develop an elementary grade level (4<sup>th</sup> grade and above for this unit plan) integrative and thematic social studies mini-unit of at least four connected lessons. The unit must be planned with a focus on at least ONE of the Ten NCSS Social Studies Themes. The unit must use at least 4 different strategies recommended by the textbook “*50 Social Studies Strategies for K-8 Classrooms*” written by Obenchain and Morris. 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 literature, use of primary sources, technology integration (i.e. WebQuests and virtual field trips) and civic engagement/service learning projects. Each student will present the unit in class. Detailed explanation and evaluation rubric are provided on SUNY Cortland eLearning and will be discussed in class.

**Please note that if you plan well and plan at the beginning of the semester, your lesson plan on Rethinking Columbus and WOW project could be one of the lessons in your integrative social studies mini-unit plan.**

- a. **Proposal for this final integrative and thematic unit plan (hard copy submission, peer-reviewed, and not graded, but earns 2 points = 2% of final course grade for timely submission)**

Each student is expected to write and submit a proposal about the themes of his or her final unit plan by March 11, 2010.

- b. **Children’s Literature Lesson Plan (hard copy submission, peer-reviewed, not graded)**

One of the Lesson Plans of the Integrative Social Studies Mini-Unit Plan

Each student is expected to develop an elementary grade level (4<sup>th</sup> grade and above) lesson plan using at least two children’s literature books. The theme of the lesson plan must match the theme(s) of your final Integrative and Thematic Social Studies Mini-Unit Plan, so this lesson can be integrated into that unit.

- c. **Primary Sources Lesson Plan (hard copy submission, peer-reviewed, not graded)**

One of the Lesson Plans of the Integrative Social Studies Mini-Unit Plan

Each student is expected to develop an elementary grade level (4<sup>th</sup> grade and above) lesson plan using at least two primary sources (written documents, digital documents, photos, political cartoons, visual artifacts, etc.) The theme of the lesson plan must match the theme(s) of your final Integrative and Thematic Social Studies Mini-Unit Plan, so this lesson can be integrated into that unit.

## **5. WOW – Window on the World Poster (100 points = 20%)**

Up to four students work together to create a WOW: Window on the World poster. Each group 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 illustrated and organized around the five themes of geography. Students will present what they learn about the countries during the presentation. Detailed descriptions and rubrics will be provided on SUNY Cortland E-Learning.

## **6. “Making a Difference” -- Civic Engagement/Service Learning Project (10%)**

Each student reads an article about civic engagement/service learning, participates in a 3-clock hour civic engagement/service learning project, and writes a one-page essay reflecting on his or her participation. Early accomplishment of this project is strongly encouraged and appreciated. By March 11, 2010, please submit through eLearning a short paragraph of 50 - 70 words to share with me your service learning plan. Without this plan, I cannot accept your project even if you complete it during the rest of the semester. Specific instructions are provided in class or on eLearning.

### **Rewrite and Re-do policy:**

All submissions of your course assignments are supposed to be final drafts. Before you work on each assignment, please read instructions carefully. The instructor does not usually allow rewrite or re-dos. If she does, rewrite will get 2 course points off the full credit of that assignment at the second submission. You are greatly encouraged to take your drafts to ASAP for proofreading and editorial assistance.

**Grading:**

Professionalism and Professional Dispositions	10%	(CF#2 – professional commitment)
Responses to Reading Assignments	20%	(CF#1 – knowledge base)
Lesson Plan/Presentation on Rethinking Columbus	10%	} CF#5 – assessment CF#3 - standard CF#4 –diversity CF#6 - technology
Integrative Social Studies Mini-Unit Plan	30%	
WOW Poster Projects	20%	
Civic Engagement/Service Learning Project	10%	
<b>TOTAL</b>	<b>100%</b>	

Please note: A+ is reserved for completing flawless work of exceptional quality, demonstrating creativity, reflecting original and thoughtful insight, taking risks and challenges, and having perfect attendance. Students who are learning-oriented are most likely to get A+. The instructor reserves her right to assign A+ based on the student’s outstanding performance in this course.)

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

**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.

**Please NOTE**




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

**\*\*All course assignments, unless specified otherwise, are expected to be typed using WORD and submitted through SUNY Cortland E-learning. Use font 12, use appropriate subheadings for each section, page-numbered. APA style should be used for editorial changes and references.**

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

Date	Readings and Assignments DUE Today	Major Topics
<b>Week 1</b> Tue. 1/26	READ and recite NCSS’s definition of Social Studies at <a href="http://www.ncss.org/about/">http://www.ncss.org/about/</a> <b>READ 50 Strategies: pp. xiii –xvii.</b> <b>50 Strategies: pp. 12–17</b>	Course Overview <b>Building a Learning Community</b>

<p>Thur. 1/28</p>	<p>NCSS Ten Thematic Strands of Social Studies at <a href="http://www.socialstudies.org/standards/strands/">http://www.socialstudies.org/standards/strands/</a></p> <p>Skim Read: NYS SS Standards, pp.1 at <a href="http://www.emsc.nysed.gov/nysatl/ssstand.html">http://www.emsc.nysed.gov/nysatl/ssstand.html</a></p> <p>Skim Read: NYS SS Resource Guide, pp.21-35 at <a href="http://www.emsc.nysed.gov/ciai/socst/pub/sscore1.pdf">http://www.emsc.nysed.gov/ciai/socst/pub/sscore1.pdf</a></p> <p>Start reading Zinn, Chapter 25 <i>The 2000 Election and the “War on Terrorism”</i> <a href="http://www.historyisaweapon.com/defcon1/zinn2000electionch25.html">http://www.historyisaweapon.com/defcon1/zinn2000electionch25.html</a></p>	<p>Defining Social Studies</p> <p>Teaching for Democratic Citizenship Education and Social Education</p> <p>Five Social Studies Learning Standards of New York State</p> <p>Ten NCSS Thematic Strands</p>
<p><b>Week 2</b> Tue. 2/2</p>	<p>Zinn, Chapter 25 and the Afterword pp.675-688 <b>In-class Closed Book Q &amp; A (Chapter 25)</b></p>	<p>Making Choices as Democratic Citizens</p>
<p>Thur. 2/4</p>	<p>NYS SS Standards, pp.18-21 <i>Standard 4: Economics</i> SS Resource Guide, p. 9 Economic Concepts</p> <p>Economics Lesson Plan Demonstration</p> <p>Start Reading Zinn Chapter 1 Sign up for Biglow’s chapters Start assigning lesson plan demonstration Lesson Plan Template</p>	<p>Critical Thinking of Elementary Social Studies Curriculum</p>
<p><b>Week 3</b> Tue. 2/9</p>	<p>Read and bring a hard copy, if necessary, of Higher Order Questions vs. Factual Questions? (Bloom’s Taxonomy) at <a href="http://www.coun.uvic.ca/learn/program/hndouts/bloom.html">http://www.coun.uvic.ca/learn/program/hndouts/bloom.html</a> Sharing Examples of Final Units</p>	<p>Practice Writing Learning Objectives</p> <p>History: The Roots of Knowledge</p>
<p>Thur. 2/11</p>	<p><i>50 Strategies, pp. 169-171</i> <b>Letter to Mr. Zinn (Zinn’s Chapter 1) DUE TODAY</b> Biglow’s Chapters (you signed up for) <i>Start reading Zinn Chapter 2</i></p>	<p>Seeing the world through multiple perspectives</p>
<p><b>Week 4</b> 2/16</p>	<p>Lesson Plan Demonstration Starts <i>To be continued</i></p>	<p>Planning Assessment</p>
<p>2/18</p>	<p>Lesson Plan Demonstration Continues</p>	
<p><b>Week 5</b> 2/23</p>	<p><b>Rethinking Columbus Lesson Plan (written copy) Due</b> Lesson Plan Demonstration Continues <b>Start the Proposal for the Final Integrative/Thematic Social Studies Unit</b> Continue reading Zinn Chapter 2</p>	<p>Teaching Geography</p> <p>Geography: People, Places, and Environment</p> <p>Design a Thematic</p>

<p>2/25</p>	<p><b>Timeline Listing Concepts for Zinn Chapter 2 Due</b>                  SS Resource Guide: pp.21-35                  The Five Themes of Geography (video and discussion)                  NYS SS Standards, pp.14-15  <b>Pair Students Up for WOW Projects</b>                  Start reading Zinn, Chapter 6</p>	<p><b>Unit Plan</b></p>
<p><b>Week 6</b> 3/2</p>	<p>Reviewing Multiple Intelligences                  NCSS Definition of Social Studies Revisited at  <a href="http://www.ncss.org/about">http://www.ncss.org/about</a>                  SS Resources Guide, pp. 3-7 and pp.12-18                  SS Standards: pp. 2-5 and pp. 8-11  <i>Standard 1: History of the U.S. and the World</i>  <i>Standard 2: World History</i>  <b>Start the Proposal of Civic Engagement/Service Learning Project</b></p>	<p>Issues and Instruction in <b>History</b>                   Meeting the Needs of <b>Diverse Learners</b>                   Critical Thinking and Problem-Solving</p>
<p>3/4</p>	<p>Lesson Plan Demonstration: Unequal Tug of War  <i>(Wear Sneakers please!)</i></p>	
<p><b>Week 7</b> 3/9</p>	<p><b>Profiles of Five Women and Their Achievements DUE Today</b>                  NYS SS Standards, pp. 24-27  <i>Standard 5: Civics, Citizenship, and Government</i></p>	<p><b>Civic Engagement</b>   <b>Applying instructional and management models to teaching</b></p>
<p>3/11</p>	<p><b>Proposal to the final unit plan DUE TOAY (proposal will be reviewed but not graded, and will earn 3 points = 3% towards total course grade for timely submission)</b>   <b>Proposal of Civic Engagement/Service Learning Project DUE TODAY (proposal will be reviewed but not graded, and will earn 2 points for timely submission)</b>                  Democratic Citizenship: Messenger and Scribe                  Continue to work on WOW posters</p>	<p>Writing Women into the Curriculum</p>
	<p>Enjoy Spring Break! </p>	
<p><b>Week 8</b> 3/23</p>	<p>Peggy McIntosh's White Privilege: Unpacking the Invisible Knapsack at  <a href="http://seamonkey.ed.asu.edu/~mcisaac/emc598ge/Unpacking.html">http://seamonkey.ed.asu.edu/~mcisaac/emc598ge/Unpacking.html</a>                  Start reading Zinn Chapter 17</p>	<p><b>Multiculturalism and Education for Social Justice</b>                   Diversity in Democratic Citizenship Education</p>
<p>3/25</p>	<p><b>Your Copy of the QUIZ on Zinn Chapter 17 Due</b>                  You CREATE the QUIZ!  <i>EYE of the Storm</i> Video and Discussion                  Work on your Unit Plan</p>	
<p><b>Week 9</b> 3/30</p>	<p>Immigration and More: Molly Bannekay                  Six Reading Responses</p>	<p>Diverse Learners</p>



4/1	<p><i>Continue to read 50 Strategies: pp. 19-42</i></p> <p>Visit Cortland Historical Society or a local museum in your community</p> <p>Continue working on WOW posters</p>	<p>Cooperative Learning</p> <p>Power of Literature and Writing in Social Studies</p>
<b>Week 10</b> 4/6	<p><b>WOW Posters DUE</b></p> <p>Presentations of WOW posters</p> <p>Reflections on WOW Posters</p>	<p>Using Primary and Secondary Sources to Teach History</p>
4/8	<p><i>50 Strategies: pp. 19-42</i></p> <p>Meet Ms. Lorraine Melita at Cortland Memorial Library TMC – Teaching Material Center</p> <p>Jackdaw Kits</p>	<p>Group Unit Planning</p> <p>Utilizing museums and historical societies</p>
<b>Week 11</b> 4/13	Work on your Unit Plan's first lesson using children's literature	Cooperative Learning
4/15	Work on your Unit Plan's first lesson using children's literature	
<b>Week 12</b> 4/20	<p><b>First lesson plan in your final unit using Children's Literature DUE Today (reviewed and graded)</b></p> <p>Media Literacy: The Middle East</p>	<p>Interdisciplinary: Integrating Other Subjects into Social Studies</p>
4/22	<b>Second Lesson Plan in your final unit using primary sources DUE TODAY</b>	
<b>Week 13</b> 4/27	<p>Democracy and Freedom</p> <p>Twilight Zone: The Monsters on Maple Street/Eye of the Beholder</p>	
4/29	Work on your remaining lesson plans of the final unit plan	
<b>Week 14</b> 5/4	<p><b>Written Unit Plan Due</b></p> <p><b>Unit Plan Presentations Starts</b></p>	<p>Final Presentation</p>
5/6	Unit Plan Presentations Continues	<p>Lesson Plan Implementation and Reflection</p>
<b>Week 15</b> 5/11	Unit Plan Presentations Continues	
5/13	<p>Unit Plan Presentations Continues</p> <p><b>Civic Engagement/Service Learning Project Written Reflection Due Today</b></p>	
<b>Week 16</b> 5/18	<p><b>Uploading Assignments on TaskStream</b></p> <p>You could get an incomplete if you don't upload the required course assignments to TaskStream by today.</p>	<p>Assessment and Reflection</p>