

## EDU 375: Teaching Elementary School Social Studies

SUNY Cortland Education Department

<b>Course Information:</b>	<b>Instructor Information:</b>
Credit Hours: 3 Mon, Wed, & Fri. 600 meets at 11:30am-12:20pm 603 meets at 3 to 3:50pm Van Hoesen B229	Dr. Lin Lin Office: Van Hoesen B224 Office Phone: 607-753-4234 Email: linlin@cortland.edu Office Hours: Tuesday: 9am-12pm by appointment

### **Course Description:**

This course emphasizes the content and methods for teaching 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.

### **Required Textbook/Other Course Materials:**

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)

New York State Education Department. (2002). *Social Studies Resource Guide with Core Curriculum*. Albany: NYSED. (Simplified as *SS Resource Guide* in calendar)

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

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

### **Recommended Materials(optional):**

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

### **Selected Websites for the Course:**

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/ciai/social.html>

The Association for Childhood Education International (ACEI) at

<http://www.udel.edu/bateman/acei/>

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

**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 are as follows:

<p><b>Self</b></p> <ul style="list-style-type: none"> <li>• Explore individual experiences as social studies learners</li> <li>• Identify personal visions of social studies teaching</li> <li>• Interpret the origins of a personal teaching identity</li> <li>• Analyze past experiences as contributors to a social studies teacher identity</li> </ul>	<p><b>Subject Matter</b></p> <ul style="list-style-type: none"> <li>• Identify social studies subject matter</li> <li>• Define "school history"</li> <li>• Recognize the benefits of history as a process of inquiry</li> <li>• Analyze social studies subject matter choices</li> <li>• Develop links to other content areas</li> </ul>
<p><b>Learners</b></p> <ul style="list-style-type: none"> <li>• Explore how a teacher's personal learning theory influences pedagogy</li> <li>• Identify characteristics of children's learning theories</li> <li>• Explore myths of children's historical thinking abilities.</li> </ul>	<p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>• Describe and identify best teaching practice and apply to social studies teaching and content integration</li> <li>• Explain how conceptions of subject matter influence social studies teaching practice</li> <li>• Apply assessment techniques</li> </ul>

	<ul style="list-style-type: none"> <li>Analyze the benefits and limitations of communication and multimedia technology</li> </ul>
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**TaskStream Component of the Course**

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 December 15 is **Social Studies Mini-Unit Plan**.

**Course Requirements:**

**1. Professionalism**

Attendance and punctuality are essential in this course. Come to class each week on time. Return from breaks on time. Finish and submit all assignments on time. Your course points won't be affected if you miss this course twice or less. If you miss three or more times, you will be deducted 5 points out of your total course points. If you miss five or more classes, a letter grade will be deducted from the course grade. Arriving more than 20 minutes late and/or leaving early will be counted as an absence.

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 not excuse absences, but 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. Reflection Essays (2 x 5 points = 10%)** Essay #1 Due August 31 and #2 Due September 19.

Each student will write two reflection essays to respond to questions provided by the instructor after readings, class discussions and lesson demonstrations. The essays should be at least one page, single-spaced, using 12-font, and should be no more than 3 pages. Essays should be submitted through WebCt. Detailed instruction and examples are provided through WebCt.

**3. Biography Billboard (15%)** Due October 17 to be submitted in class.

Each student is required to read one multicultural (auto)biography of at grade level 4 or above, and then create a Biography Billboard using construction papers and markers. Social studies concepts or themes must be identified on the Biography Billboard. Detailed instruction and examples are provided

in class or through WebCt. The billboards will be taken digital pictures, submitted through WebCt, AND submitted in class.

**4. WOW – Window on the World (10%) Due Friday, September 28.**

Each student is required to make a WOW: Window on the World poster using construction papers and markers. Each student selects ONE developing country of the world and conducts research on four topics one could choose from a list provided by the instructor. A poster will be created using the research results. 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 taken pictures, submitted through WebCt, AND submitted in class. Posters will be returned to students to keep for future classroom use.

**5. Community Diversity Analysis Paper (15%) First draft DUE on November 7. Please bring a first draft (hard copy) on November 7 for peer review. Not graded. A final version is DUE on November 12 and should be submitted through WebCt.**

Each student is required to write a 4-6 page community diversity analysis paper (word processed, double-spaced, margin 1 inch on all sides, font 12, page-numbered) based on his or her observations in an elementary social studies classroom. Before turning in the paper, each student should give his or her paper to another student in the class for peer review. The student who reviews the paper should write comments for the author. Detailed descriptions and rubrics of this paper will be provided through WebCt .

**6. Cooperative Social Studies WebQuest (25%) Due November 19**

This is a joint project with EDU314. Using the skills you will learn from EDU314, you are going to create a social studies WebQuest with your cooperative group. **The task for your WebQuest must be an inquiry about a social studies concept(s) or theme(s).** This social studies WebQuest project could be one of the lessons in your Cooperative Social Studies Unit Plan. To save time and energy, please plan ahead with your group and you will be able to do “double dipping” – to fulfill requirements for both course assignments. Detailed instruction and examples are provided through WebCt. WebQuest link should be submitted through WebCt.

**7. Cooperative Social Studies Mini-Unit Plan (25%) DUE on December 5 Hard Copy Submission as well as webCt submission. Presentations on December 7, 10 and 12.**

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 Dec. 14.

Four students are expected to work in a cooperative group and develop an elementary grade level (4<sup>th</sup> grade -6<sup>th</sup> grade for this unit plan) social studies unit of at least four connected lessons. **One of the lessons could be your Social Studies WebQuest project.** 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 students turns in one final project, which is due on December 5. Each student will present his or her lesson plan in that unit on December 7 and 10. Detailed explanation and evaluation rubric are provided on WebCt. In the case that it is impossible to form into groups of four, I will discuss with students and form into groups of five students.

**Rewrite and Re-do policy:**

If you receive less than full credit on your reflection essays, you can rewrite it and turn it in within one week. If you resubmit an essay, 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 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.

**Course Evaluation:**

Student evaluation is based on the following components of SUNY Cortland's Conceptual Framework (CF):

Reading Reflection Essays	(F #1 - Knowledge Base, CF # 2, - Professional Commitments, CF #5 - Assessment)
Biography Billboard	(CF #1 - Knowledge Base, CF #3 - Standards, CF #4 – Diversity, CF #5 Assessment)
WOW – Window on the World Posters	(CF #1 - Knowledge Base, CF #3 - Standards, CF #4 – Diversity, CF #5 Assessment)
Community Diversity Analysis Paper	(CF # 1 - Knowledge base, CF # 2 - Professional Commitments)
Social Studies WebQuest	(CF #1 - Knowledge Base, CF#4 – Diversity, CF#5 – Assessment, CF#6 Technology)
Group Unit Plans	(CF #1 - Knowledge Base, CF # 2, - Professional Commitments, CF #3 - Standards, CF #4 - Diversity, CF #5 - Assessment, CF #6 - Technology)

**Grading:**

Reflection Essays (2 X 5 points each)	10%
WOW – Window on the World	10%
Biography Billboard	15%
Diversity Analysis Paper	15%
Social Studies WebQuest	25%
Cooperative Unit Plan	25%
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TOTAL	100%

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

99-100 points	= A+	95 to 98 points	= A	90 to 94 points	=A-
80 to 83 points	= B-	84 to 87 points	= B	88 to 89 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				

➤ **SUNY Cortland Conceptual Framework:**

Teacher Education: All teacher education candidates at SUNY Cortland will possess the following:

1. *Knowledge Base*

- Understand how students learn and develop
- Manage classrooms for a safe learning environment
- Know and apply various disciplinary models

2. *Professional Commitments*

- Promote parental involvement
- Continue to develop as reflective practitioners and lifelong learners

3. *Standards*

- Integrate curriculum among disciplines
- Balance historical and contemporary research, theory and practice

4. *Diversity*

- Learn and develop a variety of teaching strategies
- Apply a variety of teaching strategies to help all students learn

5. *Assessment*

- Use of multiple and authentic forms of assessment

6. *Technology*

- Integrate technology into classroom instruction

➤ **Learning Outcomes/Expectations of SUNY Cortland Teacher Candidates:**

Candidates will:

1. Demonstrate a solid foundation in the arts and sciences.
2. Possess in-depth knowledge of the subject area to be taught.
3. Demonstrate good moral character.
4. Understand how students learn and develop.
5. Manage classrooms structured in a variety of ways to promote a safe learning environment.
6. Know and apply various disciplinary models to manage student behavior.
7. Apply a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.
8. Integrate curriculum among disciplines and balance historical and contemporary research, theory and practice.
9. Use multiple and authentic forms of assessment to analyze teaching and student learning and to plan curriculum and instruction to meet the needs of individual students.
10. Promote parental involvement and collaborate effectively with other staff, the community, higher education, other agencies and cultural institutions as well as parents and other caregivers, for the benefit of students.
11. Demonstrate sufficient technology skills and the ability to integrate technology into classroom teaching/learning.
12. Foster respect for individual's abilities and disabilities and an understanding and appreciation of variations of ethnicity, culture, language, gender, age, class and sexual orientation.
13. Continue to develop professional as reflective practitioners who are committed to an on-going scholarly inquiry.

- **Standards Goal:** 2e ACEI (Association for Childhood Education International) standard met by EDU 375
- Social Studies candidates know, understand, and use the major concepts and modes of inquiry from the social studies, the integrated study of history, geography, the social sciences, and other related areas to promote elementary students' abilities to make informed decisions as well as to become citizens of a culturally diverse democratic society and interdependent world

### 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.

### 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
<b>Week 1</b> Mon. 8/27	Block I Orientation Class SS Resource Guide pp. 3-18 NYS SS Learning Standards p.1	Course Overview and Building a Learning Community
Wed. 8/29	NCSS's definition of Social Studies at <a href="http://www.ncss.org/about/">http://www.ncss.org/about/</a> Atlas, pp. 1-8	Critical Thinking of Elementary Social Studies Curriculum
Fri. 8/31	SS Resource Guide pp.21-35 <b>Reflection Essay #1 Due</b>	Defining SS, NCSS, NYS Standards
<b>Week 2</b> Mon. 9/3	Labor Day – No Class	Seeing the World through Social Studies
Wed. 9/5	Zinn, Chapter 1	Seeing the World through Multiple Perspectives
Fri. 9/7	Atlas, pp.9-16	
<b>Week 3</b> Mon. 9/10	Shared readings in Bigelow To be assigned in class	Experiential Learning

Wed. & Fri. 9/12 through 9/14	Trip to Raquette Lake	Active Learning Community Building Environmental Issues and SS
<b>Week 4</b> 9/17	Assigned readings on Multiple Intelligences	Planning for Elementary Social Studies and Assessment
9/19	<b>Reading Reflection Essay #2 Due</b>	History: The Roots of Knowledge
9/21	Start Zinn, Chapter 6 <b>Setting up Cooperative Groups</b>	
<b>Week 5</b> 9/24	NYS SS Standards, pp.14-15	Geography: People, places, and Environment
9/26	WOW- Window on the World	Diversity
9/28	<b>WOW Due</b>	
<b>Week 6</b> 10/1	Finish Chapter 6	Citizenship Education and Community Service Learning
10/3	NYS SS Standards, pp. 24-27	
10/5	Assigned Readings	
<b>Week 7</b> 10/8	Read: 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> Bring a hard copy to class.	Critical Thinking and Problem-Solving
10/10	Start reading a biography of your choice (elementary level, 4 <sup>th</sup> grade and above) <b>WebQuest and Unit Plan Assignments Start</b>	
Oct. 11 through 14	Have a great fall break!	
<b>Week 8</b> 10/15	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>	Multicultural Education Cooperative Learning
10/17	Start reading Zinn, Chapter 17	
10/19	Finish reading the biography of your choice	



<b>Week 9</b> 10/22	Work on biography billboard	Power of Literature and Writing in Social Studies
10/24	<b>Work on biography billboard</b>	
10/26	<b>Biography Billboard Due</b>	
<b>Week 10</b> 10/29	Zinn Chapter 17 Atlas, pp. 39-44	Using Primary Sources to Teach History
10/31	(pair work) Go to TMC (library) to find a Jackdaw Kit and read it	
11/1	Show and Tell – your own primary source	
<b>Week 11</b> 11/5	Work on your community diversity analysis paper	Current Issues
11/7	<b>Community Diversity Analysis Paper 1<sup>st</sup> Draft Due Bring a hard copy to class for peer review</b>	Diversity in Community
11/9	Handouts provided	
<b>Week 12</b> 11/12	NYS SS Standards, pp.18-21 Atlas, pp.63-71 <b>Community Diversity Analysis Paper (final version) Due</b>	Economics: Production, Distribution, and Consumption
11/14	Start reading Zinn, Chapter 25	
11/16	Handouts provided	
<b>Week 13</b> 11/19	<b>Social Studies WebQuest DUE</b>	Interdisciplinary: Integrating Other Subjects into Social Studies
11/21-23	Happy Thanksgiving!	
<b>Week 14</b> 11/26	Group Unit Plan Workshop	Global Education and Current Issues
11/28	Group Unit Plan Workshop	
11/30	No Class – NCSS Conference in San Diego	
<b>Week 15</b> 12/3	Unit Plan Workshop	Final Assessment
12/5	<b>Written Unit Plan Due</b>	
12/7	Unit Plan Presentations	
<b>Week 16</b> 12/10	Unit Plan Presentations	Assessment and Reflection
12/12	Unit Plan Presentations	
12/14	<b>Uploading Unit Plan on TaskStream</b>	

\*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.**