TEACHING SOCIAL STUDIES
IN
ELEMENTARY SCHOOL
EE 314
Block 1

COURSE SYLLABUS

Spring 2011
Spring 2011

COURSE:

EE 314, Teaching Social Studies in Elementary School.  
2 Credit Hours

INSTRUCTOR:

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COURSE MATERIAL:


*Course Resource Packet: Handouts, Articles, Bibliographies, etc.*

COURSE DESCRIPTION:

This course is required of prospective elementary school teachers seeking initial teaching certification in accordance with standards established by the State of Kansas. Although it is often described as a “methods” course, it is more than a collection of teaching techniques. To be sure, its main purpose is to equip the prospective elementary or middle school teacher to teach social studies to children. But the course is also designed to help teachers understand the role of social studies education in the school curriculum and to become familiar with some of the problems, issues, and trends associated with social studies. At the conclusion of the course the student should have a grasp of the elementary and middle school social studies curriculum and be prepared with the knowledge and skills needed to plan and implement an appropriate program in a classroom.

COURSE OBJECTIVES:

Five themes will flow in and out of the work in this course on a continuing basis and will, in one way or another, bear on every topic studied. The implications of these five themes far reaching for the successful teaching of elementary/middle school social studies. The themes are:

1. The importance of citizenship education to a free, democratic society.
2. The pluralistic character of human societies and, most especially, of life in the United States, and, on the other hand, the common elements of our country that unites us as citizens of the United States.

3. A sensitivity to individual differences among learners. Included in this discussion will be particular attention to the needs of exceptional learners, as applied to teaching strategies and Individual Education Plans.

4. The reality of the world as a global community, and our country as a racially and ethnically diverse society, the need to develop and maintain a global perspective in human affairs, and at the same time understand the unique role of the United States in world affairs.

5. The important role of moral values in guiding human behavior.

STUDENT OUTCOMES

The Teachers College Conceptual Framework

Emporia State University’s faculty, including professional education and content area faculty, support a program designed to transform candidates into professionals. To help all students learn, the professional must have a command of content, critical ideas, and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professional educators can be highly effective, six proficiencies emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional: providing service to society; applying interdisciplinary scholarly knowledge; engaging in effective practice; responding to uncertainty and change; relying on self-reflection; and belonging to professional community.

Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate preparing for a career in the field of education or an allied health field is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU’s professional education programs as well as the non-professional education programs offered within The Teachers College devote themselves to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.
This course addresses the following Knowledge, Skills, and Dispositions outcomes:

**Knowledge, Skills, and Dispositions for New Conceptual Framework**

**Candidates exhibit knowledge of**
1. characteristics of diverse learners.
2. legal issues and ethical standards that apply to sound educational practices.
3. educational strategies that support the learning for students from diverse cultural and linguistic backgrounds.
4. general education within an intellectual framework.
5. subject matter content and content-specific pedagogy that inform the basis for entitlement to practice.
6. philosophical, historical, social, and theoretical foundations of education.
7. on-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.
8. teaching and learning as a dynamic, constructive, and metacognitive process.
9. a repertoire of teaching and learning strategies, designed to help students increase their power as learners.
10. ever changing educational needs of students living in a global society.
11. appropriate technology and how it may be used to enhance teaching and learning.
12. various instructional strategies that can be used to meet the needs and learning styles of individual students.
13. theories of human physical, cognitive, social, and emotional development.
15. a variety of assessment strategies to diagnose and respond to individual learning needs.
16. professional ethics and standards for practice.
17. teamwork and practices for creating healthy environments for learning and teaching.
18. effective communication techniques in order to develop a positive learning environment.
Candidates demonstrate practical ability to
1. integrate and use concepts from their general, content, and professional studies in their educational environment.
2. demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn.
3. implement non-biased techniques for meeting needs of diverse learners.
4. integrate knowledge across and within disciplines.
5. use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.
6. determine and assess what students need to know and be able to do in order to succeed.
7. utilize creative planning and curriculum integration to promote learning of all students.
8. create learning experiences commensurate with a student’s level of readiness.
9. assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills.
10. use and support effective communication techniques in order to develop a positive learning environment.
11. make use of appropriate technology to support student learning.
12. integrate effective behavior management into all interactions with students.
13. apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.
14. employ appropriate assessment techniques in order to measure student performance and growth.
15. develop a storehouse of learning strategies that help students understand and integrate knowledge.
16. respond respectfully to ideas and views of others.
17. recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice.
18. utilize student learning standards to promote student learning and achievement.

Candidates exhibit dispositions that exemplify
1. professionalism and ethical standards.
2. respect for cultural and individual differences by providing equitable learning opportunities for all students.
3. a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.
4. the belief that educating children and adults requires the integration of multiple kinds of knowledge.
5. a desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.
6. a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field.
7. a commitment to challenge all students to learn and to help every child to succeed.
8. an awareness of the larger social contexts within which learning occurs.
9. a commitment to self-reflection to recognize in all students human physical, cognitive, social, and emotional development.
10. a belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners.
11. a desire to collaborate with colleagues, parents and community members, and other educators to improve student learning.
12. a willingness to learn from other professionals in the field.

**Kansas Professional Education Standards (Adopted 2001)**

1. The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.

2. The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.

3. The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

4. The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students’ learning including critical thinking, problem solving, and reading.

5. The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6. The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. The educator plans effective instruction based upon the knowledge of students, community, subject matter, curriculum outcomes, and current methods of teaching reading.

8. The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.

9. The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [QPA]).

10. The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students’ learning and well-being.

11. The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students’ abilities to understand relationships between subject areas.

12. The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.
The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.

Upon completion of the course, the student should be able to:

- write a description of social studies, including the goals of social studies teaching and the disciplines typically found under the social studies umbrella. **Proficiency 2 (P2) Applies interdisciplinary scholarly knowledge:** A2, B2, C1, **Proficiency 3 (P3) Engages in effective practice:** A1, A2, **Proficiency 4 (P4) Responds to uncertainty and change:** A1, C2, **Proficiency 5 (P5) Relies on self-reflection:** A1, B1. KS Stan. #1 &13, assessed by exams.

- summarize basic principles of human development and provide examples of how developments influence social studies teaching. **Proficiency 1 (P1) Provides service to society:** A1, A3, B2, P2: C2, P4: A1, C1, C2, P5: A1, B1. KS Stan. #2, assessed by exams and lesson plan.


- provide a rationale for using children’s literature for teaching social studies, and examples of ways to do this. P1: A3, B1, C2, P2: A2, B1, B2, C1, C2, P4: A3, C1, C2, P5: B1. KS Stan. #1, perf. 2, and Stan. #4. Assessed by exams.

- describe the role of teaching values, morals and character education, and strategies for teaching these topics. P1: A2, B3, C1, P2: A3. KS Stan. #4. Assessed by exams.

- write the steps in planning a social studies lesson in the following categories: expository, inquiry, activity, and demonstration. All lessons will include adaptations for exceptional learners. P1: A3, B1, B2, P2: B2, C1, P3: A1, A2, P4: A2, A3. KS Stan. #4, #9, #10. Assessed by lesson plan assignment.


- list and define the disciplines found under the social studies umbrella, and describe activities for each discipline. P2: A1, A2, A3, P4: A1, P5: A1, A2, B1. KS Stan. #11, perf. 1-4. Assessed by exams.


- list the basic points of cooperative learning, and describe how it might be used in teaching social studies concepts. P1: C1, C2, P3: A3, P4: A3, B1. KS Stan. #5 & 6. Assessed by exams.


CONTENT:

The content of this course is divided into three categories. Topics and sequence are listed below:

I. Orientation to Social Studies Education
   1. Social Studies Education: The Dynamics of . . .
   2. Equal Opportunity for All Children……the particular needs of exceptional learners.

II. Social Studies Curriculum
   1. Citizenship Education and Democratic Values
   2. History, Geography, Economics, Civics, and the Social Studies
   3. Current Events and Public Issues in Social Studies

III. Planning and Teaching Social Studies
   1. Planning Units, Lessons, and Activities…..including adaptations for exceptional learners
   2. Resources
   3. Direct Instruction and Problem-Centered Instruction
   4. Assessing Student Learning
   5. Cooperative Learning
   6. The Literacy-Social Studies Connection
   7. Social Studies as an Integrating Core for teaching across the curriculum

COURSE REQUIREMENTS:

Students are graded on the regular ESU +/- decimal grading system that ranges from 0 to 4.0. There is no curve or predetermined distribution that grades must follow. A student’s grade is based entirely on the quality of work in completing course requirements, which are:

1. Responsible participation in the class work of the course on a regular basis.
2. Satisfactory completion of all projects, tasks, and other assigned work on time as scheduled.
3. Satisfactory scores on exams.
4. Regular attendance at all class sessions.

Three graded assignments and exams in the course are explained in the following pages. A grade of “C” or better must be earned to be admitted to Block II (PDS).

ATTENDANCE POLICY

Entrance into Block 1 semester of the Professional Development School moves you into a new status. Your professors, mentor teachers you will work with, and the children you will teach view you as a professional. Consequently, this status requires punctuality and responsible attendance at class sessions and micro-teaching assignments. The attendance/tardy policy for this class are as follows:

- One excused absence is allowed. You must contact me at least one day before class. More than one excused absence will be considered at my discretion.
- Two unexcused absences will lower your final grade by one letter.
- Three unexcused absences will result in possible drop from the course at my discretion.
- Two tardies equals one absence.

ORAL HISTORY PROJECT

Rationale – Oral history is a strategy for learning about a particular event, time period, or locale by interviewing older individuals who lived during the event or time period or in the location under investigation. This particular strategy is excellent for students because it allows them the opportunity to actually gather historical information first-hand. Through oral history projects, students learn to be historians, investigating and recording real events from the lives of real people. Oral history differs from a textbook approach to the study of the past in two ways. First, oral history is active, whereas textbook learning is passive. Second, an oral history project takes students “beyond the walls of the classroom” to collect research by interviewing local residents and compiling information.

Assignment – To gain experience in conducting oral history projects, your task is to do a simplified project. The steps to follow in doing the project are as follows:

1. Identify a former teacher . . . if at all possible someone who taught in a one-room school. If this is not possible, try to locate someone who attended a one-room school, and finally, if that is not possible, locate someone who taught as long ago as possible.

2. Do a brief bit of background research. Gather information from at least one textbook or reference book and one other source from among the following: private memorabilia, public memorabilia, historical and conservation societies, historical sites and museums, and public and private records. List the two sources you use. A website is an acceptable reference.
3. Write at least eight questions you can ask in the interview. Interview the person. Analyze and record the information.

**Parameters** – Your project write-up should include your topic, two background sources, interview questions, and brief summary of the interview. The final product should be no more than one page single spaced or two pages double spaced. Please type your final paper. The project may be turned in at any time during the semester, up to **February 23rd**. **You may work with one other class member on the assignment, and may choose to turn in one assignment or separate. Please turn in your rubric with your paper.** Articles and examples of oral history projects will be shared in class.

**PARTICIPATORY CITIZENSHIP ASSIGNMENT**

**Rationale** – Within the past few years, there has been a movement within social studies education, to help students experience citizenship. More and more teachers and schools are planning projects that give students the opportunity and experience of getting involved in their community or some aspect of functioning as citizens. This assignment is designed to give you that same experience of being a participatory citizen, and causing you to explore projects you might do with your own class at some point in time.

**Assignment** – Choose one of the following activities to take part in:

1. Help deliver “meals on wheels.”
2. Help deliver books for the library to “shut-ins.”
3. Interview one of the ESU student government leaders or attend a student government meeting.
4. Attend a city commission meeting.
5. Interview the director of the Adult Basic Education (GED) program.
6. Attend an International student event on campus.
7. Assist the Salvation Army with food and clothing distribution.
8. Volunteer time to help Habitat for Humanity.
9. Help with the Special Olympics.
10. Ride with a law enforcement officer.
11. Help at a Senior Citizen Center…..Bingo or game night.
12. Work, visit, or do activities at a nursing/senior citizen home.
13. Interview the director of a Family Life Services/Crisis Pregnancy Center.
14. Interview the director of a SOS Women’s Shelter.
15. Help serve meals at Abundant Harvest food kitchen.
16. Work at Good Will or Salvation Army Thrift Store.
17. Volunteer time at a Rescue Mission or homeless person outreach.
18. A project of your own choosing. Must be discussed with Dr. Waters before starting.

**Parameters** – For the project you choose, try to invest a minimum of two hours. Write a one page summary of your experience, **including** discussion of how you might do a similar project with a future class. **It must be a new experience; can’t be last fall’s work at Special**
Olympics. You may turn your summary in at any time during the semester, up to March 28th. Please turn in your rubric with your paper.

LESSON PLAN

Rationale – One of the key components of Block I is the opportunity for you to begin to learn the skill of designing lessons in the various subject areas. For Social Studies you will design a lesson, but will not actually teach it. The lesson plan will likely initially be a bit “rough.” This is expected, and is part of the process of becoming a teacher.

Assignment – During the semester in each of your Block 1 classes you will talk extensively about lesson design, particularly in EE 311: Planning and Assessment of Teaching. Design of your Social Studies lesson will come later in the semester. For the standards component of your lesson you can refer to the Kansas State Department of Education website (www.ksbe.state.ks.us) Follow these links:
   Subjects … Subjects Directory
   Assessment… Kansas Education Resource Center
   History & Government, Economics & Geography… grade level

Parameters – Your lesson should use the format discussed in EE 311 and used for your science and reading “micro-teaching” lessons. The initial draft of the lesson is due by April 11th. Should corrections be required, they must be submitted by May 4th.

COURSE EVALUATION

Course assignments will carry the following points.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Oral History Project</td>
<td>75</td>
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<tr>
<td>Participatory Citizenship Project</td>
<td>50</td>
</tr>
<tr>
<td>Lesson Plan</td>
<td>75</td>
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<tr>
<td>Four Exams (75 points each)</td>
<td>300</td>
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</table>

My Points

<table>
<thead>
<tr>
<th>Exam 1</th>
<th>Exam 2</th>
<th>Exam 3</th>
<th>Exam 4</th>
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500 points

GRADE SCALE

<table>
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<tr>
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<tr>
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<td>415 - 455</td>
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<tr>
<td>74 – 82</td>
<td>C</td>
<td>370 - 410</td>
</tr>
<tr>
<td>65 – 73</td>
<td>D</td>
<td>325 - 365</td>
</tr>
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SUPPLEMENTARY REFERENCES:

A list of selected references is provided at the end of each chapter of the text. Many are available in the college library or your PDS site library. Additionally, the course resource packet includes a number of activities, resources, articles, etc.. Many of these will be referred to during the course of the semester.

PROFESSIONAL JOURNALS

The journals listed below often include articles on research and teaching methods relating to elementary school social studies.

1. Social Education
2. The Social Sciences
3. The Journal of Geography
4. Cobblestone
5. Faces
6. Calliope
7. The Social Studies Teacher
8. Instructor
9. Learning
10. Mailbox
11. Teaching K-8
12. Social Studies and the Young Learner