

Licensure Area: Elementary Education
Fall 2008

F 12-2:50; LW 326
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Course: ED 413 Teaching Social Studies in the Elementary School

Philosophy: This course presents an overview of curriculum, methods, and activities utilized by elementary teachers in the teaching of social studies, including the subjects history, civics, economics, and geography. Students in this course should learn to provide developmentally appropriate experiences as they guide learners in the study of: (1) culture and cultural diversity; (2) time, continuity and change; (3) people, places and environment; (4) interactions among individuals, groups and institutions; (5) power, authority and governance; (6) production, distribution, and consumption of goods and services; (7) global connections and interdependence; and (8) civic ideals and practices. Students in this course will learn to encourage learners: to consider the ethical dimensions of topics, to recognize opposing points of view, to respect well-supported positions, to be sensitive to cultural similarities and differences, and to be committed to social responsibility.

Prerequisites: Admission to teacher education.

Catalogue Course Description: Methods of teaching social studies in the elementary school. Part of elementary field experience block.

Required Texts: (* purchase)

*Chapin, June & Messick, Rosemary (6th ed.) Elementary Social Studies. Boston: Allyn & Bacon.

Colorado Model Content Standards – Social Studies (on Blackboard)

Course Objectives: Upon Completion of all course activities each student will meet the following benchmarks for teacher education. Items that are boldface are important benchmarks for admission to student teaching and will be evaluated in the student's portfolio.

1. Models and articulates the democratic ideal to students, including the school's role in developing productive citizens and the school's role in teaching and perpetuating the principles of the democratic republic. (CO: 8.1; CSUP: 1.8)

- **Communicates good citizenship values in our society, such as obeying laws, seeking to conserve public property, or coming to the aid of someone in distress.**

- Encourages service learning and volunteer activities as enhancements of academic coursework.
- Fosters a learning community in which students assume responsibility for themselves and one another.
- Encourages the expression of opinions as a positive technique for building a sense of civic efficacy among students.

2. Demonstrates the use of various instructional strategies with social studies topics. (CO: 1.5, 3.1, 3.8, 4.1, 4.2, 4.3, 4.4, 6.1, 7.1; CSUP: 2.5, 2.8, 2.9, 2.10, 2.11, 3.2, 3.3, 4.12, 5.1, 5.2, 5.3, 5.8, 5.9, 5.10)

- **Develops and integrates an interdisciplinary unit to teach standards in a variety of content areas including social studies.**
- Employs teaching strategies that are challenging, flexibly applied, and responsive to students.
- Uses a variety of teaching methods such as direct-teaching learning, discovery and problem solving, cooperative learning, role playing and simulation, in order to more successfully adapt to the diverse learning styles of students and to content differences.
- Uses knowledge of commercial and teacher-created social studies resources, teaching methods and strategies in planning effective social studies lessons.

3. Uses the standards and valid informal and formal assessments to enhance student learning. (CO: 3.2, 3.3, 3.5, 5.4, 5.9; CSUP: 4.1, 4.2, 4.3, 4.4, 4.5, 4.7, 4.8, 7.2)

- **Authentic student assessment and evaluation are unobtrusive and instructionally integrated.**
- Identifies and documents student progress in an ongoing manner through observations of classroom interactions, questioning, and analysis of student work.
- Makes evaluation meaningful to students as they become knowledgeable about what is expected (using rubrics, for example) and as they have opportunities to select, explain, and evaluate their work.
- Demonstrates ability to produce meaningful in-class rubrics with student participation.

1. Fosters an environment in which individual, gender, cultural differences are respected (CO: 6.1, 6.3, 8.2; CSUP: 3.2, 3.3, 3.4, 3.5, 3.6, 3.9)

- **Encourages both kinds of culture learning which are essential and integral to social studies --helping students become culturally knowledgeable with positive self-esteem and developing the ability to get along with “different” others.**
- Provides opportunities for children to think critically about human variety that is outside their life spheres with empathy-building, conflict-resolution, and small-group activities.

5. Uses technology to increase student achievement, to deliver standards-based instruction, to seek answers to teaching questions, and to manage and communicate information. (CO: 7.1, 7.3, 7.4; CSUP: 4.9, 5.10, 6.5, 7.3)

- Accesses websites to gain information and integrates multimedia activities into classroom instruction.
- Plans lessons involving technology to meet standards in social studies, including use of commercial software, internet, websites, and e-mail.
- Communicates information on student activities and progress to parents via technology (e-mail, website, and computer-generated grade reports).

6. Creates communities of learning by working collaboratively with colleagues, families, and other members of the community (CO: 5.9; CSUP: 7.2, 7.5, 7.9)

- Identifies and uses community resources to foster student learning.
- Works collaboratively with social studies educators, classroom teachers, parents, and peers to develop and teach social studies curricula.
- **Participates in and collaboratively contributes to the six-week interdisciplinary unit plan.**

7. Demonstrates knowledge and skills concerning teaching and education when the social studies are part of the content. The following standards will be evaluated by your field experience teacher(s): CO: 3.1, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.5, 6.1, 7.1, 7.3, 8.2, 8.5; CSUP: 1.1, 1.2, 1.4, 1.7, 2.9, 2.10, 2.11, 3.1, 3.4, 3.5, 3.6, 4.2, 5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 5.8, 5.10, 6.6, 6.8, 7.3, 7.7, 8.1, 8.2, 8.3, 8.4, 8.6, 8.7, 8.8, 8.9, 8.11).

Evaluations of peers and cooperating teachers, and self-evaluations/reflections are benchmarks for admission to student teaching.

Requirements:

1. **Standards- based Lesson Plans:** 100 points (presented in class)

- The lesson plan must have a technology component. The plan will be a Cultural Diversity Lesson with at least one Geography standard being addressed as well.
- The lesson must be age-appropriate and follow all the guidelines of the Social Studies Lesson Plan handout (on blackboard).

2. **Midterm:** 100 points

3. **Final Exam:** 150 points

4. **Write to Learn Assignments:** 50 points. There will be two theme-based papers on Social Studies topics during the semester. Each of the four papers will be worth 25

points. Papers will be assessed based on both the content and the quality of writing using the rubric to be distributed (the rubric is on blackboard).

5. Interdisciplinary Unit: 100 points. Each collaborative –learning group must produce a six-week interdisciplinary, themed unit based on social studies standards. Elements from at least two other academic areas must be integrated into this unit. The units will be presented in class and they must include a final rubric. Student-developed materials rather than commercial materials will be emphasized as much as possible.

6. Field Experience Evaluations: 50 points.

Two lessons that you teach as part of your 30 Field Experience hours must be formally evaluated by your cooperating teachers (one may be a Junior Achievement lesson). At the end of the semester, as you turn in your log of field experience, your Cooperating Teacher will also electronically submit a final evaluation of your work (for a total of three evaluations from your field experience). Be prepared to participate as an educator each time you attend the classroom. Your evaluation will be based on how well you complete this responsibility.

Total Points= 550

Grading: A= 94-100 %; B= 86-93%; C= 75-85%; D=65-75%

ADA Accommodations: This university abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no students shall be denied the benefits of an education “solely by reason of handicap.” If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the instructor as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to, the Disabilities Services Office at x2663.

Attendance: Attendance and active participation are very important components of this course. Persons who are late three times or who have three unexcused absences in the class may be dropped by the instructor.

Tentative Schedule

Week	Activity	Due
Wk. 1	Introduction and Course Overview	
Aug. 29	Distribute/ discuss syllabus Assign Write to Learn #1: “How Not to Talk to Your Children: The Inverse Power of Praise”/ W to L rubric is on blackboard	
	Sign up for Junior Achievement	
Wk. 2	Discuss Chapter 1, “The Elementary Social	Chapter 1

	Studies Curriculum”	
Sept. 5	Discuss Write to Learn #1	Write to Learn #1
	In-class activity: “Feeding the World”	
Wk. 3	Discuss Ch. 7, “Teaching Civic Education”	
Sept. 12	In-class “Citizenship” activities	Chapter 7
Wk. 4 Sept. 19	Discuss Chapter 3, “Instructional Strategies” Assign Lesson Plan	Chapter 3
Wk. 5 Sept. 26	Discuss Rubrics and Chapter 4, “Assessment” Continue preparation for lesson plan	Chapter 4
Wk. 6 Oct. 3	Present Lesson Plan #1 in class Assign Write to Learn #2	Lesson Plan #1
Wk. 7 Oct. 10	Discuss Write to Learn #2 In-class “Diversity” activities, Ch. 8	W to L paper #2 Ch. 8
	Begin Interdisciplinary Unit Plans (mini Teacher Work Samples (TWS) in Cooperative Learning Groups	
Wk. 8 Oct. 17	Discuss Chapter 10, “Teaching Time, Space and Technologies”	Chapter 10
	In-class activities: timelines, teaching time, maps	
	Continue Unit Plans	
Wk. 9 Oct. 24	Midterm Assign Write to Learn #3	Midterm (Chapters: 1, 3, 4, 7, 8, 10)
Wk. 10 Oct. 31 Hallow- een	Discuss Chapter 5, “Primary Grades” Continue Unit Plans Sign up for Mock Trial How to teach Halloween?	Chapter 5

Wk. 11	Discuss Chapter 6, "Middle Grades"	Chapter 6
Nov. 7	Conduct "Mock Trial" in class	
Wk. 12		
Nov. 14	Discuss place of Economics in Social Studies Curriculum Assign Write to Learn #4	
Wk. 13	Present Unit Plans (mini Teacher Work Samples)	Unit Plans
Nov. 21	in class	
Nov. 24-28	Thanksgiving Break	No classes
Wk. 14	Review for Final	Write to Learn #4
Dec. 5	Discuss Write to Learn #4	
Wk. 15	Final Exam (cumulative) Wed., Dec. 11 at 1:00-	Final
Dec. 11	3:20	