Rhode Island College
Feinstein School of Education and Human Development

ELED 436: Teaching Elementary School Social Studies
Fall 2010

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Course Information

Catalog Description
The role of social studies in elementary schools and the development of teaching/learning strategies related to teaching social studies to all children are examined, including special populations. Laboratory/conference required.

Extended Description
In this course candidates will examine the goals and purposes for the teaching of social studies in the public schools and develop a series of lessons designed to enhance the skills, knowledge, and dispositions children need to participate in a democratic society and global community. Using a problem solving framework, candidates will construct a conceptually driven, interdisciplinary teaching unit reflecting a transformative multicultural perspective, based on sound principles of social studies teaching and learning. Through extensive readings, class discussions, collaboration with peers and clinical faculty, and related projects, candidates will reflect their increasing understanding of the role of the social studies in the elementary classroom and some of the processes by which children become more powerful and self-directed learners. Additionally, candidates will have an increased awareness of the professional and discipline related responsibilities of the social studies educator.

Relationship to Professional Preparation
This course is one of five (5) methods courses that prepares teacher candidates to assume roles as knowledgeable, effective practitioners in elementary classrooms. Candidates will have the opportunity to conduct research, actively participate in campus-based classroom discussion and activities, work with children in community schools, and document their growing competence, through portfolio and performance-based evidence, as teacher candidates. Course content covers how 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 citizens of a culturally diverse democratic society and interdependent world". (ACEI 2.4)

Relationship to the FSEHD Conceptual Framework

The Teacher Education Conceptual Framework emphasizes the fundamental importance of the four themes of knowledge, pedagogy, professionalism, and diversity as candidates plan, apply, and reflect on instructional strategies and processes (reflective practitioner). In this course, candidates are expected to use a broad base of general knowledge, specific content knowledge, and an understanding of children's development as they design and carry out lessons and work with children in the field placement. They are expected to develop an increasingly sophisticated repertoire of pedagogical tools and content knowledge to provide for successful learning opportunities for all children. Candidates are expected to observe and reflect on their professional responsibilities and growth as well as develop their ability to pose and resolve ethical problems and concerns pertinent to children and schools, both locally and globally. Finally, candidates are expected to acquire, maintain, and reflect understanding of, respect for, and consideration of cultural and academic diversity as they work with children, families, and colleagues. Candidates will be assessed through multiple performances as they create and participate in a variety of learning experiences: teaching in diverse community classrooms, working with standards to assess and inform both teaching and learning, using technology to gather data, prepare lessons, research papers, and reflections, and through formal and informal assessment with peers, colleagues, and their instructor.

Prerequisites

ELED 300 with a minimum grade of B-, or ELED 500, minimum grade of B: ELED 422 and 435, each with minimum grade of B-; POL 201, with minimum grade of C, and admission to the elementary education teacher preparation program or consent of department chair.

Course Texts and Materials

Required texts

Lee, J. K. (2008) . Visualizing Elementary Social Studies Methods. Wiley & Sons.

National Council for the Social Studies Task Force. Schneider, D. (Chair). (1994). Expectations of Excellence: Curriculum standards for the social studies. Washington, DC: National Council for the Social Studies.

Course Outcomes

The teacher candidate will…*(**essential outcomes**)

- Create social studies experiences using a broad base of general knowledge that reflects both an understanding of the world in which we live and the needs of the learner in a democratic society (CF: Global perspectives; RIPTS 1.1;1.2) (ACEI 2.4)
- **Create social studies experiences reflecting an understanding of the essential concepts, ideas, and methodologies of history and the social sciences (CF: Knowledge; RIPTS) (ACEI 2.4; 3.1; 3.3)**

- Create social studies experiences that enhance the intellectual, social, and affective development of the learner as a member of a democratic society (CF: Pedagogy; RIPTS 3) (ACEI 1.0; 3.2; 4)
- **Create social studies experiences that attend to individual differences among learners from a multiple perspectives approach (CF: Diversity; RIPTS 4) (ACEI 3.2; 5.2)**
- **Create social studies experiences emphasizing the learner's development of higher level thinking skills (CF: Standards, Pedagogy; RIBTS 5) (ACEI 2.4; 3.1; 3.3; 3.4)**
- Create social studies experiences that promote the democratic values of freedom, justice, diversity, equality, and participation (CF: Global perspectives; RIPTS 6) (ACEI 3.4; 4.0)
- **Collaborate effectively with peers to plan and implement challenging and integrative social studies experiences for students (CF: Professionalism; RIPTS 7.1; 7.3; 7.4) (ACEI 2.4; 3.5; 5.1; 5.2)**
- Use effective communication to enable students to explore, investigate, conjecture, and discuss new ideas (CF: Performance assessment/standards; RIPTS 8) (ACEI 3.3; 3.5)
- Use formal and informal assessment tools to evaluate teaching and learning (CF: Reflective practice/standards; RIPTS 9) (ACEI 4.0; 5.1)
- Interact with peers and instructors to reflect on their own professional development (CF: Professionalism/standards/reflective practice; RIPTS 10.1; 10.2; 10.3) (ACEI 5.1)
- Become familiar with and reflect the NCSS code of ethics in their course activity (CF: Professionalism/standards; RIPTS 11) (ACEI 5.1)

Course Requirements, Assignments, Expectations

Assignments

Collaboratively designed Social Studies unit:
Candidates, working in collaborative teams, will design an interdisciplinary unit, to be taught at a local school during the second half of the semester. Topics will be decided in coordination with the classroom teacher(s) and the team will prepare, implement, and critique their individual and joint efforts. Candidates will be expected to employ many of the teaching models and skills encountered in ELED 300 and other methods courses. Lesson designs will reflect course readings in social studies pedagogy and attendance to NCSS curriculum standards, discipline-based standards and RI Professional Teacher Standards. Lesson plans should reflect the format discussed in class, unless otherwise specified.

The primary artifact of this course is the interdisciplinary unit developed by each teaching team. Specifics will be discussed in class, but the unit will contain, minimally:

- Goals, key concepts/generalizations, rationale
- Materials samples
- Lesson plans
- Assessments
- Evidence of teaching and professional content standards
  (CF: Knowledge, Pedagogy, Diversity, Standards/Professionalism; RIPTS 1.2; 2.1; 2.2; 2.3; 2.4; 2.7; 3; 4; 5; 6; 9) (ACEI 2.4; 3.1; 3.2; 3.3; 3.5; 4.0; 5.1))

Field based teaching:
Candidates will teach a series of lessons which will be critiqued by the practicum instructor immediately following the teaching, the college instructor through conference and e-mail, and by the student and her/his peers. E-mailed self-evaluations must be forwarded to the college instructor within 48 hours of each teaching episode and should consist of detailed analyses (NOT descriptions) of the lesson. Teaching should reflect substantial content and pedagogical knowledge as well as concern for individual (diverse) learners and classroom factors. Candidates will be expected to demonstrate strong communication skills, written and oral, and rapport with children as they conduct their teaching. Candidates will also be expected to demonstrate an ability to develop and maintain collegial relationships with teaching partners. (CF: Pedagogy; Professionalism; Technology; RIPTS 1.2; 2.5; 2.6; 2.7; 4.4; 5; 6; 7.1;8; 9; 10.1; 11.1; 11.2) (ACEI 2.4; 3.1; 3.2; 3.3; 3.4; 3.5; 4.0; 5.1; 5.2)

RISites:
Each candidate will locate and research a specific Rhode Island site suitable for a field trip for children, giving careful consideration to the historic, geographic, and economic importance of the site to the state. The candidate will compile background material and/or artifacts suitable for teaching about Rhode Island in the elementary classroom to share with peers in an in-class presentation. The purposes of this project are twofold: to develop awareness of the rich local social studies resources (such as the RI Historical Society, the National Park Service, etc.) and to provide a partial list of meaningful community experiences for children to support the candidate as a beginning teacher. (CF: Knowledge, Technology, Performance Assessment; RIPTS: 1.1; 1.2; 3.2; 4.2; 8.2; 8.3; 8.4) (ACEI 2.4; 3.4)

Content paper:
Candidates will complete a content paper relevant to the topic/content to be taught during the field experience. Topics are chosen with the advice and consent of the classroom teacher and course instructor, depending on grade level and candidate interests. Papers will follow the format to be discussed in class. In brief, they must show evidence of substantive knowledge about the social studies content and reflect data from multiple sources and perspectives. Papers are expected to demonstrate the candidate's ability to analyze, synthesize, and evaluate information and consider applications to their subsequent field experience. (CF: Knowledge, Pedagogy, Diversity, Global perspectives: RIPTS: 1.1; 1.2; 2.1; 2.5; 2.6; 2.7; 8.2) (ACEI 2.4; 3.1; 3.2; 3.3; 3.5; 5.2)

Professional dispositions: The teacher education candidate will demonstrate:

- Ability to separate personal and professional roles
- Ability to relate to and cooperate with students, parents, peers, supervisors, and other school personnel
- Ability to use appropriate oral and written communication skills
- **Ability to accept and use constructive criticism** and to consider opposing views, ideas, or feelings, especially in relation to teaching partners
- Ability to be aware of needs and interests of students, and to take into account individual differences, including academic and cultural diversity
- **Responsibility to turn in all work on time, including team developed work**
- Ethical behavior as evidenced by, but not limited to, respecting the rights of student confidentiality of records, integrity, adherence to school rules, and maintaining appropriate interpersonal relationships with students and peers

(CF: Reflective practice, professionalism, performance assessment; RIPTS: 3.2; 3.3; 4.2; 7.1; 7.2; 8.2; 10.1; 11.1; 11.2; 11.3) (ACEI 5.1; 5,2)

Attendance and Class Participation:

- Students are expected to attend all classes. Should a student have to miss a class she/he should notify the instructor as soon as possible and arrange with a classmate to inform her/him of any assignments. If a student must miss a teaching assignment, she/he **MUST** notify **both** the college instructor and the school at which the teaching is done. Arriving late and leaving early will be considered absences. **Repeated or extended absence without permission will affect your final grade**. Please be aware that notification of intended absence does not automatically grant permission. Individual situations should be discussed with me as soon as possible. More than 4 absences may require repetition of the course.
- Students are expected to complete all assigned readings prior to class and come to class prepared to participate actively in discussions and small group work. Assignments are to be turned in on the date due. Final grades will be affected by repeatedly or consistently late assignments. Any emergency extensions must be requested before the due date. Students who require extended time to complete assignments must hand in the appropriate documentation at the beginning of the semester. Appropriate accommodations will be planned by the student and me.

- Revision policy: Generally, you have the opportunity to revise course assignments 1 time (unless otherwise specified) for a possible grade change. This does not apply to exams. The specific task revisions allowed will be discussed in class. You must submit each revision of the work clearly labeled, along with the original work and the original rubric, within seven days after my written feedback. Any revision that does not include the originals, or that is turned in after the seven day deadline, may not be considered for re-scoring.

Computer Literacy: Students are expected to use word processing on all written assignments. An Internet account can be obtained through Academic Computer User Services at 456-8803. Students will be expected to communicate with peers and the instructor by email. Please use your RIC account for class correspondence. Computers are available in Horace Mann Technology Center. Students will also be responsible for investigating websites as described in class.

Course Schedule, Topics, and Reading Assignments: See Attached

Evaluation and Grading

The course grade will be determined in the following manner:

Unit design	30%
Teaching (including reflections and evaluations)	25%
RISites	10%
Content paper	20%
Class participation (including debriefings, attendance, team participation)	15%
Total	100%

Grading Scale:

A	95-100
A-	90-94
B+	87-89
B	84-86
B- (minimum grade to continue)	80-83
C+	77-79
C	74-76
C-	70-73
D	65-69
F	Below 65

I (incomplete) (must be negotiated with instructor)

Grading criteria

A, : Student demonstrates consistent excellence in planning, implementing, and reflecting on teaching/learning; is clear and articulate in written and spoken communication; uses theory and research to support effective practice; demonstrates creativity and outstanding effort in assignments; exhibits strong commitment to education; demonstrates outstanding ability to relate to children; contributes significantly to class discussion.

A-/B+: Student demonstrates a high level of competence in planning, implementing, and reflecting on teaching/learning; demonstrates significant effort in completing all assignments; communicates clearly in writing and speaking; refers to the role of theory and research in teaching/learning; demonstrates a commitment to education and has strong ability to relate to children. Class participation is high and thoughtful.

B: Student demonstrates above average ability to plan, implement, and reflect on lessons; communicates clearly in writing and speaking; participates effectively in class discussion; assignments show consistent effort; understands the role of theory and research in practice; demonstrates a commitment to education and children.

B-/C+: Student demonstrates adequate ability to plan, implement, and reflect on teaching and learning; communication skills are weak; class participation minimal; demonstrates adequate interpersonal skills; student may not be recommended for continuation in the professional sequence.

C/C-: Student does not demonstrate the competencies necessary for the remaining courses in the professional sequence; poorly done or incomplete assignments; lack of reflectivity/ professional self-awareness; inability to relate well to children and/or peers.

D, F: Failure early in term to demonstrate minimal competence; student will be counseled to withdraw from or drop the class.

* Rhode Island College is committed to making reasonable efforts to assist individuals with documented disabilities. If you are seeking reasonable classroom accommodations under the Americans with Disabilities Act, and/or Section 504 of the Rehabilitation Act of 1973, you are required to register with the Student Life Office. The S.L.O. is located in Rm. 127 in Craig-Lee Hall. (456-8061). To receive academic accommodation for this class, please obtain the proper S.L.O. forms and meet with me at the beginning of the semester.

9. References

Banks, J.A. (1994). An introduction to multicultural education. Boston: Allyn and Bacon.

Berson, M., Cruz, B., Duplass, J., and Johnston, J. (2001). Social studies on the internet. Upper Saddle River, NJ: Merrill Prentice Hall.

Brown, S.C. and Kysilka, M.L. (2002). Applying multicultural and global concepts in the classroom and beyond. Boston: Allyn and Bacon.

Cole, R. (ed.) (1995). Educating everybody's children: Diverse teaching strategies for diverse learners. Alexandria, VA: ASCD.

Cordeiro, P. (1995). Endless possibilities: Generating curriculum in social studies and literacy. Portsmouth, NH: Heinemann

Crabtree, C. and Nash, G. (1994). National standards for history K-4. Los Angeles, CA: National Center for History in the schools. UCLA.

Edinger, M. (2000). Seeking history: Teaching with primary sources in grades 4-6. Portsmouth, NH: Heinemann.

Grant, S.G. and vanSledright, B. (2006). Elementary social studies: Constructing a powerful approach to teaching and learning. Boston: Houghton-Mifflin Co. 2nd ed.

Irvine J. J. and Armento, B.J. (2001). Culturally responsive teaching: Lesson planning for elementary and middle grades. Boston: McGraw Hill

Jorgenson, K.L. (1993). History workshop: Reconstructing the past with elementary students. Portsmouth, NH: Heinemann

Levstik, L. and Barton, K. (2005). Doing history: Investigating with children in elementary and middle schools. (3rd. ed.). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

Lewin, L. and Shoemaker, B.J. (1998). Great performances: Creating classroom based assessment tasks. Alexandria, VA: ASCD

Lindquist, T (1997). Ways that work: Putting social studies standards into practice. Portsmouth, NH: Heinemann.

Selwyn, D. and Maher, J. (2003). History in the present tense: engaging children through inquiry and action. NH: Heinemann.

Sobel, D. (1998). Mapmaking with children: Sense of place education for the elementary

years. Portsmouth, NH: Heinemann

Stephens, E.C. and Brown, J.E. (2000). A handbook of content literacy strategies: 75 practical reading and writing ideas. Norwood, MA: Christopher-Gordon Publishers.

Sunal, C. S. and Haas, M.E. (2008) Social studies for the elementary and middle grades: A constructivist approach. Boston, MA: Pearson.

VanSledright, B. (2002). In search of America's past: learning to read history in elementary school. New York: Teachers College Press.

Yell, M., Scheurman, G., and Reynolds, K. (2004). A link to the past: Engaging students in the study of history. NCSS Bulletin 102.

Internet resources

http://www.ucla.edu/nchs (History standards)
http://www.ncge.org (Geography standards)
http://www.civiced.org (Civics education standards)
www.civnet.org (journal of articles on democracy and civic education)
http://www.nationalcouncil.org (Economics standards)

http://www.ncss.org (National Council for the Social Studies)
Http://www.citeforum.org/home.html (Coalition for Innovation in Teacher Education)
http://www.loc.gov (Library of Congress) (American Memory Project)
http://www.nps.gov (National Park Service)
Http://webquest.sdsu.edu/materials.htm
http://www.si.edu/organiza/museums/nmah/index.htm (Smithsonian Institution National Museum of American History
http://www.access.gpo.gov/su_docs/dpos/coredocs.html (Core Documents of US Democracy)
http://www.gsn.org (The Global Schoolhouse)
http://www.law.ou.edu/hist/ (US history documents)
http://www.archives.gov/index.html (National Archives and Records Administration)
http://valley.vcdh.virginia.edu/ (The Valley of the Shadows: Two Communities in the American Civil War)
http://encyclopedias.abc-clio.com/socialissues (American social issues; images, biographies, text, etc.)
http://www.treasurenet.com/Images/
http://www.eyewitnesstohistory.com/
http://www.learner.org/biographyofamerica/index.html
http://www.library.northwestern.edu/govpub/collections/wwii-posters/index.html
http://www.historywiz.com/worldwartwo.htm

http://www.timelines.us/ (Timelines of history, links by date, subject matter)
http://www.ourtimelines.com/ (Personalized timelines including historical connections)
www.teach-nology.com