



Fayetteville State University
School of Education
Department of Elementary Education

I. LOCATOR INFORMATION:

Course: ELEM 354: Teaching Social Studies in the Elementary School

Semester: Fall 2009

Credit Hours: 3 semester hours

Time: Sec. Online

Instructor: Dr. Earlyn Jordon, Associate Professor

Phone: Office: 672-1421 Department Phone: 672-1538

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Other times by appoint.

II. COURSE DESCRIPTION

This course is designed to encourage critical study of current practices, teaching methodologies, strategies, and resources for teaching elementary social studies in the elementary school. Course requirements include a practicum in a partner elementary school classroom.

III. TEXTBOOK

Parker, W. 2008. Social Studies in the Elementary School 13th Ed. Allyn & Bacon.

North Carolina Standard Course of Study for Social Studies (K-5)

IV. SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a *Facilitator of Learning*, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators;

(4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

Conceptual Framework Themes	School of Education Expectations
Caring Dispositions and Ethical Responsibility (1)	Candidates completing these programs are caring and ethically responsible teachers and school executives who are committed to working with all learners, diverse families, and promoting the success of all students.
Communication (2)	Candidates communicate effectively and proficiently with all students, parents, peers, and administrators.
Knowledgeable and Reflective (3)	Candidates should be knowledgeable about their subject matter and the teaching process, and they should use this knowledge to help students succeed academically, and to improve family support of education in a technological and global society.
Research and Leadership (4)	Candidates completing these programs combine theory and practice in preparation to assume the roles of teacher leaders and school executives. Candidates work to improve the profession and contribute to the establishment of positive working conditions. Candidates are taught to use research to inform practice and to participate in research to expand their knowledge bases.
Respect for Diversity and Individual Worth (5)	Candidates completing our programs develop sensitivity to all types of diversity and practice responsive pedagogy.
Technological Competence and Educational Applications (6)	Candidates understand that technology is a tool that supports learning and know how to utilize technology to enhance instruction, learning, research, and data management.
Working with Families and Communities (7)	Candidates understand the contemporary family and communities and use that knowledge to help students learn, achieve, and succeed in life.

IV. COURSE GOALS AND OBJECTIVES

The overall goal of this course is to provide candidates with a knowledge-base and the practical knowledge of the language arts and prepare them to effectively teach the language arts at the elementary school level. Upon successful completion of this course,

prospective facilitators of learning will have broad knowledge of language arts and literacy concepts. They will be able to plan and implement literature-based lessons and units that integrate curriculum; use a variety of materials and teaching strategies; use a variety of assessment methods to evaluate learning; modify lessons to accommodate the needs of diverse learners; show understanding of technology, and use technology as a tool for teaching and learning.

V. Student Learning Outcomes

Upon completion of this course, the candidate has a broad knowledge and understanding of the major concepts in social studies:

- A. has a basic knowledge and understanding of the tapestry of world cultures.(CF: 3, 4)
- B. understands the social science disciplines. Teachers: (CF: 3, 4)
- C. knows and understands the developmental progression from the individual to the nation: Self and family, home and school, neighborhoods, communities, state, nation (CF: 3, 4)
- D. has knowledge of and appreciation for multicultural children’s literature. (CF: 3, 4)
- E. selects appropriate literature that is free from racist and sexist bias. (CF: 1, 2, 5)
- F. has a basic knowledge of local and national traditions.(CF: 3, 7)
- G. understands basic geographic concepts and how they can be integrated (CF: 3, 4)
- H. understands basic economic concepts, including: (CF: 3, 4)
- I. has knowledge of history and historical concepts including: (CF: 3, 4)
- J. has knowledge of political science, (CF: 3, 4)
- K. presents historical perspectives. (CF: 3, 4)
- L. enhances understanding of global interdependence. (CF: 3, 4)
- M. applies content to life skills. (CF: 3, 4)
- N. develops spatial perspectives. (CF: 3, 4)
- O. demonstrates a knowledge and understanding of physical, regional, and cultural geography and their effects on the relationship between people and their environments. (CF: 3, 4)
- P. promotes the basic principles of being a citizen as vital to the development of responsible members of society by promoting an understanding of character development (CF: 1, 7, 4, 3)

North Carolina Professional Standards:

Standards and Indicators	Artifacts and Documents
Standard I: Teachers Demonstrate Leadership	
Indicators	
<ul style="list-style-type: none"> • Takes responsibility for the progress of students to ensure that they graduate from high school. 	Observation Self Evaluation Checklist

<ul style="list-style-type: none"> • Demonstrates ethical behavior through adherence to the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards of Professional Conduct</i> • Use data to organize, plan, and set goals • Establish a safe and orderly environment • Empower students 	PDS Activity Log
Standard II: Teachers Establish a Respectful Environment for a Diverse Population of Students	
Indicators	
<ul style="list-style-type: none"> • Establishes an inviting, respectful, supportive, inclusive, and flexible learning environment. • Communicates high expectations for all students. • Provides research based effective practices for students with special needs. • Communicates and collaborates with the home and community for the benefit of the students. 	Learning Log Rubrics Teaching Strategy Rubric Unit Plan Rubric Interdisciplinary Fair Rubric
Standard III: Teachers Know the Content They Teach	
Indicators	
<ul style="list-style-type: none"> • Teacher align their instruction with the NC SCOS • Teachers know the content appropriate to their teaching specialty. • Teachers recognize the interconnectedness of content areas/disciplines 	Quiz and Examinations Learning Log Rubrics Teaching Strategy Rubric Unit Plan Rubric Interdisciplinary Fair Rubric
Standard IV: Teacher Facilitate Learning for Their Students	
Indicators	
<ul style="list-style-type: none"> • Communicates clearly with students in a variety of ways. • Provides opportunities for students to articulate thoughts and ideas 	Learning Log Rubrics Teaching Strategy Rubric Unit Plan Rubric Interdisciplinary Fair Rubric
Standard V: Candidates Reflect on Their Practice	
Indicators	
<ul style="list-style-type: none"> • Provides ideas about what can be done to improve student learning in their classroom • Considers and uses a variety of research based approaches to improve teaching and learning. 	Reference sources for teachers Lesson plans Formative and Summative Reports

VI. DISPOSITIONS

Dispositions will be addressed through readings, modeling, reflecting, field experiences, and discussion. This course will seek to enhance and strengthen the dispositions listed below.

Professional Competence		Professional Responsibilities	
X	Appreciates and engages in self-reflection	X	Dresses appropriately for the setting
X	Shows a commitment to ongoing learning	X	Is punctual
X	Desires to learn and apply new technologies	X	Attends class regularly and participates in the class

V. COURSE OUTLINE

DATES	READING SCHEDULE
Weeks 1-3	<i>Part I. Orientation to Social Studies Education</i> Chapter 1: Social Studies Education: What and Why Chapter 2: Knowing the Children We Teach Quiz # 1
Weeks 4 -7	<i>Part II. The Social Studies Curriculum</i> Chapter 3: Democratic Citizenship Education Chapter 4: History, Geography, and the Social Sciences Chapter 5: Powerful Tools: Maps, Globes, Charts, and Graphics Chapter 6: Current Events and Public Issues Quiz # 2
Weeks 8- 11	<i>Part III. Planning and Teaching Social Studies</i> Chapter 11: Cooperative Learning in Social Chapter 12: The Literacy-Social Studies Connection Chapter 13: Social Studies as the Integrating Core Quiz # 3
Weeks 12- 15	<i>Part III. Planning and Teaching Social Studies</i> Chapter 7: Assessing Student Learning Chapter 8: Planning Units, Lessons, and Activities Chapter 9: Three Great Teaching Strategies Chapter 10: Four Great Resources Quiz #4
	Final Examination

VII. GENERAL REQUIREMENTS

- a. Attendance** - Class attendance and punctuality are vital to your success in this class. Much of the learning required for this class will be acquired through interactive class activities, presentations, and discussions. **You must be present to receive points for participation.** Two late arrivals or early departures for whatever reason are equivalent to one absence.
- b. Assignments** - Most assignments will be submitted through the assignment link in Blackboard. **Assignments must be submitted on the date designated on the course calendar.** Exceptions will be made at the discretion of the instructor, only if there are extenuating circumstances. If accepted, a late assignment will lose 2 points for each day it is late. Unless otherwise specified, all written assignments must be typed (double-spaced, 12 point font), well organized, reflect Standard English usage/mechanics, and meet specifications given in class. All assignments should have the following on the first page: (a) your name (group assignments should include the names of all members of the group), (b) course prefix, number, and section (e.g. ELEM 354-01), and (c) the title of the assignment.
- c. Practicum & Professional Development** - All elementary methods courses require a one-day per week practicum in an assigned partnership school. As part of this course you are required to spend an entire school day each week in your assigned partnership classroom. **A minimum of 15 visits are required. Failure to complete the minimum practicum visits will result in a grade of failure or at the discretion of the instructor and “Incomplete (I)” will be awarded.** The methods professor will provide an attendance log to document your partnership school experience. Selected field assignments are linked to your partnership school experience. Practicing teachers and teacher assistants may use the school where they are employed to complete their practicum assignments. You are also required to **attend a minimum of five professional development activities. Students who fail to attend a minimum of 5 professional development activities will not be eligible for a grade of “A”.** A list of the professional development, workshops, field trips, and conferences will be posted on the PDS bulletin board outside of BU 343. You will need to present proof of attendance at the end of the semester to all your methods instructors.

NOTE: An education major earning a grade less than “C” in an education course is required to repeat the course.

IX. EVALUATION CRITERIA

The final grade you receive in this course will be based on how well you have completed the learning activities, examinations, group activities, and the practicum. An average of scores from these activities, credit for participation, professional development activities, and class and practicum attendance will determine your final grade. You should be able to anticipate your grade for the course by checking your grade book on *Blackboard Learning System*.

A. Grade Distribution Points

1. Learning Logs and Activities= 20%
2. Lesson Planning and Teaching Strategies =20%
3. Unit Plan/ Presentation = 20%
4. Tests and Final Examination= 20%
5. Class Participation/Attendance/ Interdisciplinary Fair= 20%
6. Practicum and PDS Logs = Required

B. Grading Scale

92 – 100 = A

83 - 91 = B

73 - 82 = C

64 – 72 = D

Below 63 = F

VIII. TEACHING STRATEGIES:

Lecture-discussion, demonstration, discussion, large and small group activities, group projects, field assignments, and reflection.

X. REFERENCES

Avery, P.G. (2002). Teaching tolerance: What research tells us. *Social Education* 66(5) 270-275.

Banks, J.A., (2003). *Teaching strategies for ethnic studies* (7th ed.) Boston: Allyn and Bacon.

Cruz, B.C., et al. (2003). *Passport to learning: Teaching social studies to ESL students*. Silver Spring, MD: National Council for the Social Studies.

Kaiser, W.L. and Wood, D. (2001). *Seeing through maps: The power of images to shape our world view*, Amherst, MA: ODT, Inc.

McClure, J. (1989). Practical map examinations for geography. *The Social Studies*, 90 (July/August), 159-162.

National Council for Geographic Education (2000). How to help children become geographically literate. Indiana, PA: Author.

Rose, S. (2002). Using current events media in the classroom. *Social Studies and the Young Learner*, 14(3), 1-2.

Segall, A. (2003). Maps as stories about the world, *Social Studies and the Young Learner*, 16(1), 21-25

NOTE: Refer to references at the end of each chapter or a more extensive list. FSU Curriculum Lab houses state adopted reading texts, journals, magazines, and the North Carolina Standard Course of Study, which is also available at www.ncpublicschools.org

X. Disabled Student Services:

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910 672 – 1203.