

EDUC 324, ELEMENTARY SOCIAL STUDIES METHODS:

Fall, 2016

Section 1: Tuesdays & Wednesdays, 11:00 - 12:15 Rm CPS 230

Section 2: Tuesdays & Wednesdays, 12:30 – 1:45 Rm CPS 230

Dr. Paula DeHart
Office: 450 CPS Bldg.

Phone: 346-4541

Email address: pdehart@uwsp.edu

Office hours: Tues.: 2:30 - 4:30 p.m.

Other times by appointment

(Once the full-time practicum begins, you can arrange to meet with me after school on Tuesdays)

Purpose: The purpose of this course is to provide you with a deeper understanding of what social studies is as a curriculum area, including the five disciplines of social studies (behavioral sciences, geography, history, political science, economics) plus current events, why each discipline is important to teach, and how each discipline can be effectively taught to elementary level children. As in all School of Education courses, the Wisconsin Teacher Standards will provide the backbone for what we do in this class. The following is an overview of this course using an Understanding by Design planning approach, which you will use for all curriculum planning for this course.

STANDARDS (Wisconsin Teacher/INTASCStandards, also the School of Education program learning outcomes, the * indicates which ones are most emphasized in this course)

The Learner and Learning

Standard #1: Learner Development The student can explain the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

Standard #2: Learning Differences The student can explain how children with broad ranges of ability learn and develop/provide instruction that supports their intellectual, social, and personal development. *

Standard #3: Learning Environments The student can explain how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

Content

Standard 4: Content Knowledge The student can implement a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills. *

Standard 5: Application of Content The student can explain and apply principles of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. *

Instructional Practice

Standard #6: Assessment The student can utilize effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom. *

Standard #7: Planning for Instruction The student can organize and plan systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals. *

Standard #8: Instructional Strategies The student can explain and apply formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil. *

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice The student can apply reflective thought to their teaching practice and evaluate and explain the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others. The student can identify professional growth opportunities and explain how these opportunities might contribute to their teaching success and effectiveness.

Standard #10: Leadership and Collaboration The student can build and foster relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being, and demonstrates the ability to act with integrity, fairness and in an ethical manner.

Enduring Understandings

Elementary Methods Block students will understand that...

- Social studies, which includes several social science areas/disciplines, is taught to promote civic competence/citizenship
- Social studies is taught to help young people develop the ability to make informed and reasoned decisions for the public good (as citizens of a culturally diverse, democratic society in an interdependent world)
- A classroom can be organized to build community and support the learning of civic competence/citizenship

Essential Questions

What does it mean to be a citizen of a culturally diverse, democratic society in an interdependent world?

What knowledge, skills, and dispositions does a “citizen” need in order to make decisions for the “public good”?

What can students learn about citizenship from their time and experiences in classrooms?

Knowledge (Know):

Elementary Methods Block students will be able to/can...

- Explain important goals and big ideas for social studies as a whole and for each of the five discipline areas included in the Wisconsin Model Academic Standards for Social Studies
- Describe/utilize a variety of resources (textbooks, children’s literature, professional books, journals, websites, videos, etc.) for achieving specific goals/outcomes in social studies
- Describe/utilize a variety of assessments for determining student understanding/learning in social studies

Skills (Be able to):

Elementary Methods Block students will be able to/can...

- Develop social studies curriculum and instruction that addresses/explores enduring understandings in the five discipline areas (behavioral sciences, geography, history, political science, and economics)
- Develop/utilize a variety of teaching strategies/learning activities and assessments to achieve specific goals/outcomes in social studies
- Create/utilize learning activities, teaching strategies, resources, and assessments that address a variety of student needs and learning styles (differentiation)

Dispositions (Value/Appreciate):

Elementary Methods Block students will be able to/can...

- Explain the importance of teaching the knowledge, skills, and dispositions students need to be citizens of a culturally diverse, democratic society
- Explain the importance of utilizing learning activities, resources and assessments that are effective/appropriate for students with diverse backgrounds, needs, assets, and learning styles

ASSIGNMENTS, POLICIES AND OTHER CONSIDERATIONS

I. REQUIRED READINGS

You are required to read:

1. Parker, W.C. (2012). *Social Studies in Elementary Education*. (Rental)
2. Lindquist, T. (2002). *Seeing the Whole Through Social Studies*. (Purchase)
3. Wisconsin Department of Public Instruction. (1998). *Wisconsin’s Model Academic Standards for Social Studies* (may be purchased at the UWSP Book Store or downloaded for free from the DPI website)

II. UWSP COMMUNITY BILL OF RIGHTS AND RESPONSIBILITIES

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information go to:
<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilites.aspx>.

The Rights and Responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here:
<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>.

III. AMERICANS WITH DISABILITIES ACT

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here:
<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>.

If you have a disability and require classroom and/or exam accommodations, please register with the Disability Services Office and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability Services Office, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability/>.

IV. ATTENDANCE AND PARTICIPATION (10 pts. self/peer assessment, 10 pts. instructor assessment) See Classroom Community Contract and the following:

Attending class meetings is a requirement and professional expectation of the course/program. If you must miss class, please send an email to Dr. DeHart before the missed class or as soon as possible afterwards to say you will be missing and the date. **If you do not send an email regarding the absence, it will be considered unexcused and five points will be deducted from your attendance and participation score.** One excused absence is allowed with the loss of only one attendance point, but for each absence after that, five points will be deducted from your attendance and participation score up to 20 points.

Attendance requirements for the practicum experience at a local field site must be met. Students who meet the on-campus expectations for this class yet exhibit excessive tardiness, unexcused absences, poor or unsatisfactory performance in their practicum field experience with respect to the Wisconsin Teaching Standards will receive one of the following:

- A. a **failing grade in this class** with or without the option of repeating the entire experience,
- B. an **incomplete grade earned in this class**, the *disqualification* of student teaching the following semester and the requirement of successfully completing an additional practicum experience prior to student teaching. The field experiences office will coordinate this placement.

V. STEP BOOK OF INSTRUCTIONAL STRATEGIES (5 points)

To help you identify and remember social studies teaching strategies you would like to implement in your own classroom, you will create a STEP BOOK (the process of making a step book will be explained in class) of ideas that you learn about through class readings and activities. The course calendar indicates which text pages/chapters to read and also indicates when you need to add strategies to your STEP BOOK. You must include a minimum of 2 strategies (1 strategy in each area must come from course texts) in each of the following 8 areas: 1) geography, 2) history, 3) political science, 4) economics, 5) current events, 6) language arts. 7) behavioral sciences 8) must include 2 additional strategies for classroom organization/management under behavioral sciences. For each of the strategies, you should include enough explanation of the strategy that you could remember how to teach it and enough explanation about why you think it is a good strategy to encourage you to implement it in your own classroom (2 – 4 sentences). This is the only assignment that may be handwritten. Please bring your STEP BOOK of strategies to our last on campus class meeting, as that is when you will receive credit for the strategies.

VI. RATIONALE AND UNDERSTANDING BY DESIGN (UbD) TEMPLATE BASED ON SOCIAL STUDIES TEXTBOOK/UNIT PLAN TOPIC (10 pts.)

We will spend a class period in the UWSP IMC examining elementary social studies textbooks, assessing their strengths and limitations, and developing a UbD plan based on textbook content that might potentially be your unit plan topic. You will work in a pair to choose social studies content from the textbook you review and complete Stage 1 of the UbD template to indicate how you will address the content. Completing this assignment will help you to identify what textbook content is important to teach and keep you focused on the big ideas/enduring understandings you want students to get from the content.

VII. INTEGRATED CURRICULUM UNIT (Course Core Performance Task, 30 pts.)

You will work in groups of three to four to develop an integrated teaching unit (**your unit plan groups must be chosen from your section of social studies methods**). Detailed information will be provided in a separate handout during a Monday seminar. One hard copy of your group unit plan should be submitted to Dr. DeHart. Your unit plan must also be posted in your electronic portfolio and must include your UbD template, your six lesson plans, and a reflection on what you learned from developing the unit plan. There is a dropbox provided in D2L for you to drop your portfolio link and it must be posted by the end of the second week that you are in the schools full time (see course calendar for exact date)

VIII. Draft of UbD Unit Plan Template and Conference with Dr. DeHart (5 pts.)

To help move you along in the process of developing your integrated unit and to provide an opportunity for you to receive feedback before you have finished your whole unit plan, you will submit a unit plan proposal following an Understanding by Design (UbD) curriculum planning template that will be distributed during a Monday seminar. Your unit plan group will also have a fifteen-minute meeting with Dr. DeHart about your unit plan proposal. These meetings will be scheduled during seminar time, class time or during Dr. DeHart's office hours. She will provide you with available times and your group will sign up for a meeting. **Completion of the proposal will automatically result in receiving five points.**

IX. PEER TEACHING FROM THE CURRICULUM UNIT (20 pts.)

Each unit plan group will choose a lesson from their unit plan to teach in class. The lesson chosen must highlight one of the social studies disciplines/topics (geography, history, political science, economics, behavioral sciences and current events) addressed in class. There will be two lesson presentations given during three class periods and each group will have 30 minutes to teach the activity to our social studies methods class as if we were elementary-aged students. Each group must **provide a hard copy of the lesson plan to Dr. DeHart at the beginning of the class period in which they are presenting the activity.** Electronic versions of the lesson plans should be posted in the discussion section of D2L.

There will be a partial class period set aside for groups to work on peer teaching presentations.

X. INTEGRATING CHILDREN'S LITERATURE, LANGUAGE ARTS, AND SOCIAL STUDIES IN THE PRACTICUM (10 pts.)

As an elementary teacher, children's literature is an extremely valuable resource for teaching social studies (as well as other curriculum area) content to young students, not only because children's books present content in an engaging and age-appropriate way, but also because a great deal of instructional time is focused on reading and the teaching of reading. To help you experience the teaching of social studies using children's literature and language arts in the classroom, you will be required to develop one full lesson plan utilizing the same individual lesson plan format you used in your unit plan and teach the lesson in your practicum classroom during the second seven weeks. You should work with your cooperating teacher to determine whether you might teach a lesson from your social studies unit plan, teach a lesson as part of a social studies unit you and/or your cooperating teacher are planning to teaching, or integrate some social studies content into the reading/language arts block of your classroom day through the use of children's literature. You should model your lesson on the structure demonstrated by Dr. DeHart where you use language arts techniques to help students get the most out of the children's book you read to them. You should submit your lesson plan along with a reflection on how the children's literature helped students to learn the social studies content and an explanation of the evidence you have demonstrating that students learned the content. For this assignment, textbook readings, Internet articles, and children's news magazines do not qualify as children's literature.

XI. GRADING PROCEDURES

You will receive credit according to the following point system:

GRADED ASSIGNMENTS

Step Book of teaching strategies (minimum of 16 total)	5 points
Class participation (Self/group-assessment)	10 points
Class participation and attendance, and work in Block III practicum (Instructor assess.)	10 points
UbD Template, Stage 1 based on textbook/unit topic	10 points
Integrated Curriculum Unit Plan	30 points
Unit Plan proposal in UbD template format	5 points
Curriculum unit peer teaching	20 points
Integrated Children's Lit., LA, and SS in the Practicum	<u>10 points</u>
Total	100 points

X. GRADING SCALE

Points	Grade	Points	Grade
100-94	A	81-80	C+
93-92	A-	79-75	C
91-90	B+	74-73	C-
89-84	B	72-68	D
83-82	B-	Below 68	F