

EDUC 324, ELEMENTARY SOCIAL STUDIES METHODS

University of Wisconsin-Stevens Point

Fall 2021

Section 1: Mondays/Wednesdays 11:00-12:15, CPS

Section 2: Mondays/Wednesdays 12:30-1:45, CPS 230

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Office hours: Mondays 9:00-10:45 & Other times by appointment

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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 - Below are the Wisconsin Teaching Standards. Although all of the standards will be addressed in this course, an asterisk (*) indicates the standard is 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.

Course Goals Articulated through the Understanding by Design (UbD) Framework

Let's look at this course through an Understanding by Design Lens. Understanding by Design is a planning framework that guides the instructor to consider outcomes for learning first and foremost, design assessments to evaluate student learning, and then plan how to teach the content (AKA, the activities).

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 Standards for Social Studies
- Identify a variety of resources (textbooks, children's literature, professional books, journals, websites, videos, etc.) and strategies that can be used for achieving specific goals/outcomes in social studies
- Describe a variety of assessments that can be used 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, utilizing Understanding by Design, 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
- Develop/utilize learning activities, teaching strategies, resources, and assessments that address a variety of student interests, learning profiles, and readiness levels (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 teaching strategies, resources and assessments that are effective/appropriate for their students, who will have diverse backgrounds, needs, assets, and learning profiles

CLASS POLICIES

I. UWSP COMMUNITY 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. I adhere to this policy to create an inclusive and safe classroom environment for all of you. The Rights and Responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. To see the entire Rights and Responsibilities document go to: <https://www.uwsp.edu/dos/Documents/CommunityRights.pdf>. This course is a Safe Zone for LGBTQ issues and more. I won't condone disrespectful or discriminatory language or behavior. If you feel unwelcome or unsafe in this course, or you have any concerns about your ability to succeed, please let me know. We can address the issue together, confidentially.

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/hr/Pages/Affirmative%20Action/ADA.aspx>. 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). Please know that the Disability Services Office can also help you to obtain accommodations for mental health issues. You can find more information here: <http://www4.uwsp.edu/special/disability/>.

IV. SOE Dispositions Model As a teacher, I align my policies and choices with my department's expectations. The School of Education has adopted a model of the dispositions we expect from our students and graduates. In EMB, we don't expect you to be at the final "Mastering" level in your dispositions, but we will use this model for your own self-evaluation and goal-setting.

V. ATTENDANCE: Attending class meetings is a requirement and professional expectation of the course/program. If you must miss class, please send an email to Dr. Garbe before the missed class or as soon as possible afterwards to say you will be missing and the date.

VI. LATE POLICY If you know you are not going to be able to hand an assignment in on time, please email or talk to me in class to let me know that it is going to be late and when it will be submitted. If you do not notify me about a late assignment or if the assignment is not submitted within 7 calendar days of the due date, the most credit you can receive is half of the full points the assignment is worth. The only exception to this Late Policy is

for the Integrated Children's Literature, Language Arts and Social Studies Lesson in the Practicum (XII) so please read that section for clarification.

ASSIGNMENTS

REQUIRED READINGS You are required to read:

1. Parker, W.C. (2012). Social Studies in Elementary Education. (15th ed.) (Rental)
2. Wisconsin Department of Public Instruction. (2018). [Wisconsin's Model Academic Standards for Social Studies](#) (may be downloaded for free from the DPI website)

Assignment #1 RATIONALE AND UNDERSTANDING BY DESIGN (UbD) TEMPLATE, STAGE 1, FOR UNIT PLAN (10 pts.) This is the first step of outlining a Social Studies Unit Plan. With your unit plan team, you will complete a draft of the rationale and Stage 1 of the UbD Unit Planning Template. Completing this assignment will help you to identify what social studies content and skills are important to teach and keep you focused on the big ideas/enduring understandings you want students to get from your curriculum unit. Please see the rubric for this assignment in Canvas to see how it will be graded. Due: Sunday, September 26

Assignment #2 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 Thursday seminar. One hard copy of your group unit plan should be submitted to Professor Garbe. Please see the rubric for this assignment in Canvas to see how it will be assessed. Due: October 24

Assignment #3: PEER TEACHING FROM THE CURRICULUM UNIT (10 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 Professor Garbe 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 Canvas. Please see the rubric for this assignment in Canvas to see how it will be assessed. There will be a partial class period set aside for groups to work on peer teaching presentations. 10/11, 10/13, 10/18, 10/20

Assignment #4: INTEGRATING CHILDREN'S LITERATURE, LANGUAGE ARTS, AND SOCIAL STUDIES IN THE PRACTICUM (15 pts.) As an elementary teacher, children's literature is an extremely valuable resource for teaching social studies (as well as other curriculum areas) 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 template you used for your unit plan and teach the lesson in your practicum classroom during the second seven weeks. You should model your lesson on the framework demonstrated by Dr. Garbe in class where you use speaking and listening strategies to help students get the most out of the children's book you read to them, and writing strategies to help deepen/extend their learning of the social studies concepts. This lesson must teach social studies content, but does not have to be taught during a formal social studies period. You should work with your cooperating teacher to determine whether you might teach a lesson from your social studies unit plan, teach a lesson from a social studies unit

you and/or your cooperating teacher are planning to teach while you are completing your practicum, or teach this lesson during your reading/language arts block of your classroom day by choosing children’s literature that teaches social studies concepts. 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 a summary and explanation of the evidence you have demonstrating that students learned the content (it is helpful to include samples of student work with student names removed). For this assignment, textbook readings, Internet articles/stories, and children’s magazines/pamphlets do not qualify as children’s literature, it must be a fiction or non-fiction children’s book published in hard copy. If you need to turn this assignment in later than the due date because of a scheduling conflict in your practicum classroom, please email me to request an extension and provide the date when you will be submitting the assignment. If you do not send an email, assignments submitted after December 5 but before December 14 will receive half of the points they would have received if submitted on time. This assignment will not be accepted after December 14 th . Please see the rubric for this assignment in Canvas to see how it will be assessed.

XIII. GRADING PROCEDURES You will receive credit according to the following point system:

GRADED ASSIGNMENTS

- UbD Template, Stage 1 based on textbook/unit topic 10 points
- Integrated Curriculum Unit Plan 30 points
- Unit Plan peer teaching lesson 10 points
- Integrated Children’s Lit., LA, and SS Lesson in the Practicum 15 points
- Total 65 points

XIII. GRADING SCALE

Percentile	Letter Grade
96-100	A
94-95	A-
92-93	B+
88-91	B
86-87	B-
69-85	C
68 or Below	F