

## EDUC 324, ELEMENTARY SOCIAL STUDIES METHODS

University of Wisconsin-Stevens Point

SPRING 2023

Section 1: M, W, F 10:00-10:50, CPS 307

Section 2: M, W, F 11:00-11:50, CPS 307

Instructor: Amber Garbe, Ed.D.

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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://www3.uwsp.edu/acadaff/Orientation/Community%20Rights%20and%20Responsibilities.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. INCLUSIVITY STATEMENT: It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups. If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at [dos@uwsp.edu](mailto:dos@uwsp.edu).

IV. 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 UW-SP Disability Services Office.

V. 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.

VI. 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.

VII. 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 so please read that assignment description for clarification.

## ASSIGNMENTS

**REQUIRED READINGS** You are required to read:

1. Parker, W.C. & Beck, T. (2017). 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, February 12

**Assignment #2: Inquiry-Based Learning Reflection & Field Trip Attendance (20 points)**

Inquiry is a strand of the Wisconsin Social Studies Standards. On Friday, February 24, we will take a comfy coach bus to Greenfield, Wisconsin to be immersed in a school that is dedicated to inquiry-based learning. Bus will load at 5:15 a.m. and return at approximately 3 p.m. Prior to going on the field trip, we will be reading about an inquiry-based approach in Social Studies. Students will share their reflection regarding their learning and experiences with inquiry-based instruction. Due: Sunday, March 5

**Assignment #3 INTEGRATED CURRICULUM UNIT (Course Core Performance Task, 30 pts. \*Must earn 80% or higher to student teach.)**

You will work in groups of four to five 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 seminar. Please see the rubric for this assignment in Canvas to see how it will be assessed. Due: Sunday, March 19

**Assignment #4: PEER TEACHING FROM THE CURRICULUM UNIT, USING INFORMATIONAL TEXT (20 pts.)** Each unit plan group will teach a lesson that incorporates content area literacy strategies. 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. Each lesson should be between 20-25 minutes. Classroom participants will be active participants, taking the role of 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, including the reflection on the teaching, should be submitted in Canvas. Please see the rubric for this assignment in Canvas to see how it will be assessed. Groups will sign up for one of the following teaching dates (March 1, 2, 6, 8, 13, 15) .

**Assignment #5: 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 lesson plan template you used for your unit plan and teach the lesson in your practicum classroom during the second seven weeks. You should structure your lesson to infuse 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 (although you may access it electronically, if needed). 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 May 7 but before May 14 will receive half of the points they would have received if submitted on time. This assignment will not be accepted after May 14 . Please see the rubric for this assignment in Canvas to see how it will be assessed.  
Due: May 7

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  
Inquiry-Based Instruction Reflection & Field Trip Attendance-20 points  
Peer teaching lesson 20 points  
Integrated Children's Lit., LA, and SS Lesson in the Practicum 15 points  
Total 95 points

#### XIII. GRADING SCALE

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

Preservice Teachers are encouraged to keep a list of resources that are discussed in the classroom.

Recommended Websites:

National Geographic has an education section. [www.nationalgeographic.com/education/](http://www.nationalgeographic.com/education/)

The Smithsonian website has great social studies content. [www.si.edu/](http://www.si.edu/)

Learning for Justice: <https://www.learningforjustice.org/>

National Council for the Social Studies: <https://www.socialstudies.org/>

A People's History of the United States [www.historyisaweapon.com/zinnapeopleshistory.htm](http://www.historyisaweapon.com/zinnapeopleshistory.htm)

PBS for teachers [www.pbs.org/teachers/](http://www.pbs.org/teachers/)

Discovery Education [discoveryeducation.com/](http://discoveryeducation.com/)

