

Eastern Illinois University
Department of Early Childhood, Elementary, and Middle Level Education
ELE 3340 Social Studies for the Elementary and Middle School

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Class Meetings: Tues & Thurs (10 am – 11:40 am) in 2160 Buzzard

Unit Theme: Educator as creator of effective educational environments: integrating diverse students, subjects, strategies and technologies.

Catalog Description: Planning and organizing for instruction; material selection; and evaluation in social studies. Field-based activities will be provided in conjunction with ELE 4000 or MLE 4000.

Prerequisites & Concurrent Enrollment: ELE 3000 and concurrent enrollment in ELE 3290, ELE 4000, and ELE 4880, or permission of department chair. For middle school option, consult advisor for course sequence. University Teacher Education requirements apply and department requirements for enrollment must be met.

Course Purpose: The primary purpose of social studies is 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.” (NCSS, *Expectations of Excellence*, p. vii). ELE 3340 is structured to assist in preparing pre-service teachers to teach social studies in elementary and middle schools. Course goals include helping pre-service teachers to develop: a) confidence in their teaching abilities; b) knowledge of social studies content and sequences; and c) the ability to select and utilize developmentally and age appropriate materials and techniques. ELE 3340 is essential in helping pre-service teachers acquire knowledge, interactive and informational processing skills, attitudes, and commitments necessary for effective teaching of the social studies in elementary and middle schools.

Course Textbooks:

- Chaplin, J.R. (2009). *Elementary Social Studies: A Practical Guide* (7th ed.). Allyn/Bacon
- National Council for the Social Studies. (1994). *Expectations of excellence: Curriculum standards for the social studies*. Upper Saddle River, NJ: Prentice-Hall, Inc.

Supplemental Materials:

Live Text account

Plagiarism and Standards of Student Conduct

The Department of EC/ELE/MLE is committed to the learning process and academic integrity as defined within the Student Conduct Code Standard I. “Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship.” Students are expected to develop original and authentic work for assignments submitted in this course. In short, plagiarism is the process of copying another person’s idea or written work and claiming it as your own. “Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data” or “submitting work previously presented in another course unless specifically permitted by the instructor” are considered violations of this standard.

Please ask me questions if you are confused.

[Owl at Purdue, APA formats](#)

[Owl Ref. List -- periodicals](#)

[Owl Ref. List -- books](#)

“Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1). To encourage original and authentic written work, any written assignment created in this course may be submitted for review to Turnitin.com and will become a searchable document with the Turnitin-protected and restricted use database.”

Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to first contact their instructor. If needing additional help, please contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call [217-581-6696](tel:217-581-6696), or go to 9th Street Hall, Room 1302.

Teaching Model:

The Social Family Models: Building the Learning Community

- When we work together, we generate a collective energy that we call synergy. The social models of teaching are constructed to take advantage of this phenomenon by building learning communities. Essentially, “classroom management” is a matter of developing cooperative relationships in the classroom. The development of positive school cultures is a process of developing integrative and productive ways of interacting and norms that support vigorous learning activity.

Joyce, B., Weil, M., & Calhoun, E. (2009). *Models of teaching*. (8th ed.). Boston: Pearson.

Dispositions:

Teacher candidates in the department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, sensitivity to diversity, and the ability to provide varied teaching practices evidenced in a supportive and encouraging atmosphere for learning.

Live Text Assessment Requirement: For those classes with Live Text or Practicum- If the portfolio or Live Text requirements are rated, by the instructor, to have been completed in less than a satisfactory manner then no more than a “D” may be earned in the class regardless of the number of points earned.

Standards related to ELE 3340:

Course Requirements & demonstrated competencies with the following standards:

- Illinois Professional Teaching Standards (IPTS)
- <http://www.isbe.state.il.us/profprep/PDFs/ipts.pdf>
- Language Arts Standards for all Illinois Teachers (LASIT)
- http://www.isbe.net/profprep/CASCDvr/pdfs/24110_corelangarts_std.pdf
- Technology Standards for all Illinois Teachers (TSIT)
- http://www.isbe.net/profprep/CASCDvr/pdfs/24120_coretechnology.pdf
- ISTE/NETS standards for all teachers and for pre-service teachers prior to student teaching

- http://cnet.iste.org/teachers/t_profile-pro.html
- SPA Standards Alignment (Special Professional Association Standards) based on
- ACEI (Association for Childhood Education International) program standards for elementary teacher preparation
- <http://www.acei.org/Synopsis.htm> and <http://www.acei.org/ncateindex.htm>
- NAEYC (National Association for the Education of Young Children) NAEYC
- http://www.naeyc.org/accreditation/next_era.asp

Outcomes specific to ELE 3340:

Students will:

- Demonstrate commitment to continuing enhancement of knowledge bases in the Social Studies and in best practice pedagogy
- Search, evaluate, and apply appropriate resources including primary sources
- Develop conceptually connected themed curriculum
- Ground pedagogy in democratic beliefs and values (NCSS)
- Utilize inquiry and critical thinking in curriculum development
- Place emphasis on “reasoned and informed decision making for the public good in a diverse and interdependent world,” according to the NCSS definition of competent citizenship, the goal of the Social Studies.

Course Requirements	Demonstrated Competencies	Aligned Standards
Participation	Performance includes discussion, volunteer input, engagement with others, and cooperative learning situations that relate to social issues and social concerns. Focus is on critical citizenship education that results in constructive social action	ACEI 5.3 IPTS 7, 9, 10 ISTE 1 LASIT 2 Dispositions EC, PEP, PTSL
Integrated Social Studies Curriculum Unit	Performance includes application of technology skills in researching topics; and development activities reflecting creativity, higher order thinking skills, different learning styles, and multiple assessments. Qualitative and developmentally appropriate children’s literature will be collected and applied in unit projects. Focus is on the design of integrated and themed curriculum for comprehensive social studies and citizenship in a global village, including the creation of learning environments that invite development of healthy self-concept and pro-social behaviors. LiveText uploads will be submitted from the Social Studies Curriculum Unit.	ACEI 2.8, 3.1, 3.2, 3.3, 3.4, 3.5 IPTS 1, 3, 4, 5, 6, 8 ISTE 2, 3 LASIT 1, 2, 3 Dispositions: EC, PEP, PTSL, SDE
Group Presentations	Performance includes demonstration of effective communication skills; application of technology tools; and utilization of productivity tools such as Power Point or LiveText. Focus is on dissemination of social studies content knowledge.	ACEI 3.5, 5.4 IPTS 7, 9 ISTE 2, 5 LASIT Dispositions: EC, IWS
Literature/ Journal/Internet Reviews	Performance may include assembling and evaluating books for a literacy circle, reading an article provided by the instructor and submitting a reaction paper and/or locating relevant social studies sources, topics, issues, and providing a reflection paper. Focus is on utilization of vital social issues, current events, enhancement of the concept, and experience of thoughtful democratic citizenship.	ACEI 5.2 IPTS 1, 9, 10 ISTE 4, 6 LASIT 2 Dispositions: EC, PEP, SCE
Selected Assignments	Performance includes demonstration of content knowledge, research skills, multiple perspectives, and creativity. Diverse and appropriate technology tools will be utilized. Focus is on the promotion of higher-order thinking skills and decision making, in support of and as applied to individual uniqueness and cultural pluralism.	ACEI 3.2 IPTS 1, 2, 5, 11 ISTE 4 LASIT 1, 2, 3 Dispositions: EC, PEP, PTSL, SDE
Final Exam	The course final exam will be administered during exam week as scheduled and as required by Internal Governing Policy #44, Eastern Illinois University	Dispositions: EC

The above assignments are all integrated within the below descriptions. This integration is intended to efficiently enable students’ construction of an authentic curriculum and to effectively express newly generated understandings.

Core Assignment	Brief Description	Weight	Due Date
Participation	Attendance and class participation are essential. Students will participate in guided discussions during class, take comprehensive notes, and read the text in its entirety. 1 point will be taken off for each unexcused absence. To be excused, prior approval or a doctor's note is necessary. Participation will be assessed through both students' attendance and professor's opinion about students' positive and constructive contributions.	10% (10 points)	Ongoing
TWO Journal/Article Reviews	Literature, periodicals, and electronic media in many categories may be selected for relevance, reflection, and review. There will be two required. Both focus on the history connected to your casebook/unit plan. Each article will be no less than five pages. Each article review will be 1-2 pages. These article reviews will form basis for 2 page "history summary statement" that will contextualize the Casebook.	20% (20 points; 10 points each)	1/20 & 1/27
Casebook on a historical event or person (to facilitate work on Unit Plan)	Student will examine a historical event or a person in history. To do so in a comprehensive way, the student will examine the event or person from multiple perspectives or angles. To demonstrate learning, the student will construct a casebook based on contextualized analyses of primary historical evidence and secondary historical sources. Performance includes demonstration of content knowledge, research skills, reflectivity, and criticality both within (A) analyses of primary sources (1/2 to 1 page analysis for each source) and (B) through 2 page "history summary statement" to contextualize primary sources (using article reviews). Content in Casebook will be uploaded to website constructed in EDU 2022 (or an independent website).	30% (30 points) (25 points for casebook analyses; 5 points for "history summary statement")	History Summary Rough Draft: 2/3; Casebook (with FINAL History Summary): 2/10
Unit Plan (based on historical work in Casebook)	The curriculum unit will be a minimum of five lessons which cover at least FIVE 45 minute class periods. In doing so, students will connect their casebook topic to appropriate age level (2nd grade, 4th grade, 6th grade, or 8th grade), to relevant aspects of the social studies (history, geography, archeology, etc.), and to at least one other subject area (math, literacy, writing, art, music, science, etc.). Historical resources from casebook are employed and assembled through lesson plans to enable diverse learners to explore casebook topic. Students will also utilize authentic assessments to enable students to express newly constructed understandings. Students will describe methods in a 2 page "education summary statement" (using textbook and additional articles). Content in Unit Plan will be uploaded to website constructed in EDU 2022 (or an independent website). One LiveText lesson will be submitted.	30% (30 points) (25 points for Unit Plan analyses; 5 points for "education summary statement")	Education Summary Rough Draft: 3/10 Unit Plan (with FINAL Education Summary): 4/14 LiveText: 4/14
Presentations	Performance includes demonstration of effective communication skills; sound pedagogy; effective methodology; application of technology tools; etc. Focus is on dissemination of social studies content knowledge.	5% (5 points)	Ongoing
Exam	Tests reflect course objectives. A final exam is required. (EIU IGP#44)	5% (5 points)	Assigned last class & submitted 5/3

- ☐ The instructor will provide detailed instructions and expectations for each assignment on WebCT.
- ☐ Unless otherwise stated, the instructor requests all assignments turned in digitally (to jbickford@eiu.edu).
- ☐ Grading Scale: A= 100-93%, B = 92 – 84%, C = 83 – 75%