

ELE3340

Social Studies for the Elementary and Middle Schools
College of Education and Professional Studies Theme:
Educator as creator of effective educational environments:
Integrating diverse students, subjects, strategies and societies

Summer 2007

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Course Description:

ELE3340: Social Studies for the Elementary and Middle Schools

Planning and organizing for instruction, material selection and evaluation in social studies. Field based activities will be provided in conjunction with ELE 4000, Block II. Prerequisites: Block I and concurrent enrollment in ELE 3290 and ELE 4880.

Course Text:

Welton, David A., Children and Their World: Strategies for Teaching Social Studies. Eighth Edition, Houghton Mifflin, Geneva, IL, 2005.

National Council for the Social Studies. Expectations of Excellence: Curriculum Standards for the Social Studies. NCSS, Washington, D.C., 1994.

Course Purpose: This course is organized to prepare teacher education students to teach social studies in elementary and middle schools. Course goals include helping students 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. ELE3340 is essential in helping teacher education students acquire knowledge, interactive and informational processing skills, attitudes, values and commitments necessary for effective teaching of the social studies in the elementary and middle schools and attainment of the goal of effective citizenship in a diverse and interdependent world.

Course Rationale and Assumptions for EC/ELE/MLE Classes:

1. foster a desire for lifelong learning in students and personally display one's own desires for lifelong learning, including self-evaluation skills
2. demonstrate effective communication skills
3. strive for positive development of students' intellectual, social and moral skills and behaviors
4. design instruction to develop and utilize the cognitive and affective processes by which students learn
5. demonstrate a knowledge of facts and an understanding of fundamental principles, ideas and relationships among various knowledge domains
6. demonstrate knowledge of past and present developments, issues, research and social influence in the field of education
7. demonstrate knowledge and utilization of technological tools

Outcomes specific to ELE3340:

1. Enhance the concept and experience of thoughtful democratic citizenship.
2. Utilize vital social issues and current events in the lesson planning.

3. Demonstrate a firm knowledge base in the social sciences, including history, anthropology, economics, geography and humanities.
4. Design integrated and themed curriculum for comprehensive social studies.
5. Create learning environments to invite development of healthy self-concept and pro-social behaviors.
6. Foster appreciation of individual uniqueness, cultural pluralism, and citizenship in the global village.
7. Promote cooperation and conflict resolution so that the classroom and the school can be democratic micro societies.
8. Identify criteria by which one decides what will be learned and what instructional strategies will be employed to deliver that learning.
9. Incorporate local, state and National Council for the Social Studies standards in SS lesson planning and instructional delivery.
10. Incorporate up-to-date technology and telecommunications in lesson planning and instructional delivery.
11. Promote higher-order thinking and decision-making based upon involvement with critical issues.
12. Design authentic, appropriate and varied forms of evaluations for social studies.
13. Manage the social studies classrooms to optimize academically engaged time.
14. Teach so that critical citizenship can result in constructive social action.

Course Requirements:

1. One (1) page review of article dealing with teaching social studies and presentation of that information to the class. Approval of the instructor is needed. Information must be typed!! Be sure to include your name on the paper. Article should be from 1998 to the present. Papers should include
 - a. Reference in APA format (top of the page).
 - b. Summary of article.
 - c. Implication of the article to your area of teaching.
 - d. Copy of the article.

All students will be expected to meet performance criteria associated with grammar, spelling and sentence structure. A list of appropriate journals will be discussed in class and a rubric.

2. The completion of three unit exams is required. Exams will cover material from textbook, readings, class discussions, videos etc.
3. A thematic unit for two weeks will be due at the end of the semester. Criteria and a rubric will be passed out in class.
4. Submission of one lesson plan from your thematic lesson to Live text will be part of your thematic grade. See rubric
5. Evaluations will include the following and are subject to change according to class needs and decisions:

a. Attendance and participation (5 pts for each class period attended)	60
b. Article Review (1 @ 25 points)	25
c. Thematic Unit of Study	200
d. Unit Tests (2 @ 100 pts)	200
e. Social Studies Technology Assignment	10
f. Presentations in class	25
h. Final Exam	100

Total Points 620

Grade Scale:

A	92%	C	75%
B	82%	D	70%
		F	69% and below

Due dates will be set for all work; **one point shall be deducted for each calendar day that a paper or project is late.** No work will be accepted after the last day of class.

A **10%** deduction will be assessed on all tests **not** taken on the assigned day.

Specific guidelines for all projects will be discussed well in advance of due dates. This grading system is subject to change by the instructor.

ELE3340 Schedule

Summer 2007

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- June 12 Syllabus, schedule, expectations of the class, grading, attendance policy; lesson plan orientation, state goals; Discuss Journal Reviews. Handouts for projects. "Survey of Attitudes Toward Social Studies." Time Capsule Activity; READ Chapter 1,2 & 3 Discussion Chapter 1; Group Work: "Lost on the Moon Activity "Who is Qualified to be President?" "Voyage to the New World" Group Activity; Discussion Chap. 2; Discuss thematic unit and the using chapter books; Small group activity: Relating a historical event to other social studies fields; Group presentations.
- June 14 Discussion Chapter 3; Group work: Topic to Topic Approach v. A Concept-based Approach; Planning a Unit; Pass out criteria for Thematic Unit Weaving Instructional Themes into Social Studies; "The Explorer Cookie Activity"; Review for Unit 1 Test in groups; Bring books and articles for approval.
- June 19 **UNIT 1 EXAM**; Learning styles and Gardner's MI ; Bloom's Activity; Read Chapter 4&5
- June 21 Technology Assignment; Work day for Thematic units
- June 26 Presentation of Journal Articles; Discuss Chap 4&5;"Contrasting Cultures Activity", "Build A Class" Group Activity; Group discussion on what has been observed in real classrooms. Read Chapter 6 & 7; **FIRST 4 LESSONS DUE for Thematic units (Literary and History).**
- June 28 Class discussion chapter 6 & 7; "The Ordeal of the Explorers" Group Activity; Holocaust videos Rewriting Materials for Students; Review for Unit 2 Exam in groups;
- July 3 **Unit 2 Exam**; Read Chapter 8 & 9. Finish presentations of journal articles
- July 5 Discuss Chap. 8 & 9; "Can of Corn Activity Expanded"; Group work Can of Corn; Analyzing a Test Activity. Read Chap. 10 & 11
- July 10 Discuss Chap. 10& 11; "The Farming Game Activity"; Video: The Pioneer Spirit; discussion Read Chap. 12 & 13
- July 12 Discuss Chap. 12 & 13; Map Activities & "Where Would You Locate Your City" Activity; Group work on how to incorporate maps into your curriculum. Using Nystrom maps.
- July 17 Unit Presentations; Review for Final Exam
- July 19 Final Exam and pick up units