

Eastern Illinois University
Department of Early Childhood, Elementary, and Middle Level Education
ELE 3340 Social Studies for the Elementary and Middle School
3340:002 → 10:00 – 11:40 am
3340:004 → 8:00 – 9:40 am
Monday & Wednesday
2160 Buzzard Hall

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Office Hours: 12-1 on M/W; 10-1 on T/Th; Or by appointment
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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:

Welton, D. (2004). *Children and their world: Strategies for teaching social studies* (8th ed.). Boston: Houghton Mifflin Company.

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

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://cnets.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
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Core Assignment	Brief Description	Weight	Due Date
Participation	Forms of student participation are listening, reflecting, responding, and contributing to class and group projects, discussions, and presentations.	10% (20 points)	Ongoing
Journal/Article Reviews	Literature, periodicals, and electronic media in many categories may be selected for relevance, reflection, and review. Please focus on history, history education, social studies, social studies education, etc.	10% (20 points)	Week 4, Sept. 16
Casebook on a historical event or person (to facilitate work on Research Paper & Unit Plan)	Performance includes demonstration of content knowledge, research skills to find multiple perspectives, reflectivity, and criticality. Student will examine <i>from multiple perspectives</i> either a historical event or a person in history. To demonstrate learning, student will construct a casebook.	25% (50 points)	Week 6, Sept. 28
Historical Research Paper (based on historical research in Casebook to facilitate work on Unit Plan)	Using primary and secondary historical research from Casebook, the student will critically examine a historical event or a person. To do so effectively, the student will write a historical research paper. To facilitate teaching non-fiction writing in a social studies classroom, the professor and student will engage in reciprocal writing and learning.	10% (20 points)	Week 8, Oct. 14
Integrated Social Studies Curriculum Unit (or Unit Plan) implementing historical work in Casebook and Research Paper	Within the unit, social studies lead several subject areas (math, literacy, science) in investigation of an essential question. Resources are assembled and reviewed. Lesson plans are developed to enable diverse learners to explore, explain, elaborate and respond to unit components. LiveText uploads will be submitted from the Unit.	25% (50 points)	Week 15, Nov. 30
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. This is based on one section of Unit Plan.	10% (20 points)	Weeks 15 & 16
Exam	Tests reflect course objectives. A final exam is required. (EIU IGP#44)	10% (20 points)	Week 17

Grading Scale: A= 100-93%, B = 92 – 84%, C = 83 – 75%

Suggested Journals for Article Reviews

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| <input type="checkbox"/> <i>Social Education</i> | <input type="checkbox"/> <i>Elementary School Journal</i> |
| <input type="checkbox"/> <i>Social Studies & The Young Learner</i> | <input type="checkbox"/> <i>Phi Delta Kappan</i> |
| <input type="checkbox"/> <i>Theory and Research in Social Education</i> | <input type="checkbox"/> <i>Schools in the Middle</i> |
| <input type="checkbox"/> <i>The Social Studies Teacher</i> | <input type="checkbox"/> <i>Childhood Education</i> |
| <input type="checkbox"/> <i>Educational Leadership</i> | <input type="checkbox"/> <i>The Reading Teacher</i> |
| <input type="checkbox"/> <i>American Education</i> | <input type="checkbox"/> <i>Educational Forum</i> |