

CALE: Social Studies for the Elementary and Middle School

EDU 319 – 70 2 (3 credits)
Fall 2008, Alumnae Hall 214
Thursdays 7 – 9:30 p.m.
August 25– December 8

Dr. James Mauch

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Course Description:

This course prepares the prospective teacher to develop and implement learning experiences and assessments based on the PDE standards. Emphasis is on teaching strategies and reading, writing, speaking and listening across the curriculum.

Prospective elementary teachers will explore a variety of strategies for providing students with standards-based learning experiences in history, geography, economics and political science including current events. Attention is paid to performance-based assessment and technology applications for social studies education. Prerequisite: EDU 312.

Course Outcomes:

1. The ability to identify, explain, compare, and contrast the various subjects that encompass the social studies.
2. An understanding of how educational philosophy guides practice.
3. The ability to clearly articulate a personal educational philosophy relevant to social studies education, present the philosophy to a group of peers, and answer questions about/defend the philosophy.
4. The ability to offer a variety of different social studies learning experiences to elementary students.
5. The ability to model a diverse number of teaching strategies in the social studies.
6. The ability to consistently employ technology that *enhances* teaching and learning.

7. The ability to design and develop meaningful lessons in the social studies, present these lessons to the class, and accept and consider peer and instructor feedback.
8. An understanding of the various ways in which the social studies can be taught and learned outside of the classroom and the role that the teacher plays in facilitating this kind of learning.
9. A particular understanding of the roles that museums (both on-site and virtual) can play in a comprehensive social studies education.
10. The ability to effectively assess social studies outcomes.

Textbooks Required:

Savage, T.V. & Armstrong, D.G. (2008) *Effective teaching in the elementary social studies*, Sixth Edition. Upper Saddle River, NJ: Pearson, Merrill, Prentice Hall.

Course Requirements:

1. Actively and intelligently engage in in-class discussions. This includes participating in thoughtful reflection and assessment designed to help all of us develop as educators.
2. Attend all classes, arriving on time and staying for the duration of class.
3. Ask questions.
4. Challenge yourself and your peers in a diplomatic and professional manner.
5. Model a variety of social studies teaching skills
6. Help to assess your classmates' performances as developing social studies teachers.

NOTE: For any assignments that include documentation of sources, students are required to use APA style.

Course Assessment:

Grades are based on the following assessments:

Response Papers: 8 total, 5 points each, 40 points total. 2 pages maximum, typed and double spaced. See schedule for due dates:

#1: Your view of the purpose of the social studies

#2: History and Geography can be so boring – how do you intend to make them come alive for your students?

#3: Political Science and Economics are so applicable to adult life – how do we help students to connect to and understand these concepts?

#4 Describe for us which strategy(ies) seem a “best fit” with your teaching style and state why you believe this is so.

#5 With what other content areas do you see a chance to integrate with for the teaching of skills of the social studies and how would you accomplish this?

#6 Theorize as to what some of the biggest impediments are to teaching issues of diversity and multicultural education are to elementary students.

#7 How will you accommodate the LEP learner in your classroom?

#8 What assessment strategies did you read about that seem a “best fit” for your style of teaching and state why you believe this is so.

Reading Quizzes: 40 points total (5 points each)

Individual Presentations: 3 total for each student. 24 points total for Presentation #1 and #2, 36 points for Social Studies Lesson. For all presentations, Grade earned = (average class rubric score + professor’s rubric score) / 2:

Presentation #1 (Choose 1 from the list to model for the class)

Presentation #2 (Choose another 1 from the list to model for the class)

Presentation #3: Social Studies Lesson (includes lesson plan reflecting CCC format)

Class Participation: 70 points total, 5 points each class for attendance, assessing classmates’ work and participating in discussions

Final Exam: 40 points

Total = 250 points

Attendance/Lateness/Leaving Class Early (Departmental Policy):

Your attendance at all class meetings is expected and a vital part of the learning process. If vacations, athletic activities, professional duties, medical appointments, or any other conflicts prevent you from ***fully attending all*** classes, *you are strongly encouraged to take this course during another semester*. If an illness or emergency occurs during the semester, you are responsible for contacting the course instructor to make up work missed. Due to the interactive nature of this course, however, ***there will be assignments that you will not be able to make up if you are absent***.

Late Submission of Assignments:

Assignments are to be submitted on the due date to receive full credit for the work. If you are having difficulty completing an assignment, please speak to me.

Honor Philosophy:

The formal honor philosophy adopted by Cedar Crest College as outlined in the college course catalogue and student handbook is strictly followed in this class. Appropriate classroom behavior, the generation of original work, proper citation of sources consulted and used, and the creation and maintenance of a courteous, respectful classroom environment and a classroom free from distractions is implicit in the CCC honor philosophy.

The *Cedar Crest College Student Guide* includes the following under *Honor Philosophy, Community Standards for Academic Conduct, Classroom Protocol*:

Appropriate classroom behavior is implicit in the Cedar Crest Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations, and any other behavior that might disrupt instruction and/or compromise students' access to their Cedar Crest College education.

Plagiarism:

Plagiarism is regarded as a failure to comply with the college honor code. If it is determined that a student has used the work of another person and has not cited that person in APA style as the source of the idea(s), a grade of "0" will be earned for that paper.

Class Cancellations:

College-wide class cancellations are announced on the regular media outlets and on the college inclement weather hotline (610-606-4629). In the rare event I must cancel an individual class, every effort will be made to notify students via e-mail of the class cancellation. I collect contact information at the start of the semester for this purpose. If a class is cancelled, we will complete all of the work scheduled during our next meeting.

Students with Disabilities:

Students with disabilities who wish to request accommodations should contact the Advising Center.

Final Examination Policy:

Your obligations for this course include attendance at the final exam, on the day and time scheduled by the Registrar's Office. You should not make travel arrangements until the final exam schedule is published; if you must make plans early, you should schedule your travel after the last final exam day.

Course Schedule:

- Class 1: August 28
Course introduction and overview
Review of syllabus
What are your social studies experiences?
Assignment: Review the following web sources:
<http://www.socialstudies.org/>
<http://www.socialstudies.org/standards>
Read S&A 2-27; begin making choices for presentations
- Class 2: September 4
Review criteria for presentations
Response Paper #1 due today
Class discussion S&A 2-27; Purpose of a Social Studies Education
Reading Quiz on S&A 2-27 and standards
Assignment: Read S&A 28-51; work on presentation #1. Review History Standards:
<http://nchs.ucla.edu/standards/>
And geography standards:
<http://www.ncge.org/publications/tutorial/standards/>
- Class 3: September 11
Response Paper #2 due today
Class discussion S&A 28-51; How do we make History and Geography come alive?
Reading Quiz on S&A 28-51 and standards
Presentation #1
Assignment: Read S&A 52-80; work on presentations. Review Civics standards:
<http://www.civiced.org/index.php?page=stds>
and economic standards:
<http://www.ncee.net/ea/program.php?pid=19>
- Class 4: September 18
Response Paper #3 due today
Class discussion S&A 52-80; How to connect young students with political science and economics
Reading Quiz on S&A 52-80
Presentation #1
Assignment: Read S&A 109-156; work on presentations
- Class 5: September 25
Guest Speaker
Remaining Presentations (1)
Assignment: Read S&A 109-156; work on presentation #2

- Class 6: October 2
Response Paper #4 due today
Class discussion S&A 109-156; Teaching strategies that work in the social studies
Reading Quiz on S&A 109-156
Presentation #2
Assignment: Read S&A 158-187 and 264-286;
Prepare presentations
- Class 7: October 9
Response Paper #5 due today
Class Discussion S&A 158-187 and 264-286;
Integrating the social studies with other content areas
Reading Quiz on S&A 158-187 and 264-286
Presentation #2
Assignment: Read S&A 188-211; Prepare for your social studies teaching demonstration
- Class 8: October 16
Online – More Instructions to follow
- Class 9: October 23
Remaining Presentations (2)
Assignment: Read S&A 188-211; Prepare for your social studies teaching demonstration
- Class 10: October 30
Response Paper #6 due today
Class Discussion S&A 188-211; Diversity Issues
Reading Quiz S&A 188-211
Social Studies Teaching Demonstrations 1-5
Assignment: Read S&A 212-233; Prepare for your social studies teaching demonstration
- Class 11: November 6
Response Paper #7 due today
Class Discussion S&A 212-233; How to include the LEP learner
Reading Quiz S&A 212-233
Social Studies Teaching Demonstrations 6-10
Assignment: S&A 288-314; Readings provided by instructor; Prepare for your social studies teaching demonstration
- Class 12: November 13
Response Paper #8 due today
Class Discussion S&A 288-314; Assessment in the social studies
Reading Quiz S&A 288-314
Social Studies Teaching Demonstrations 11-15
Assignment: Readings provided by instructor; Prepare for your social studies teaching demonstration
- Class 13: November 20
Remaining Social Studies Lessons 16-
Class discussion: Making the most of field trips

Assignment: Review for final exam

Class 14: December 4 Final Exam

*Additional readings will be assigned by the instructor. A guest has been invited to speak to our class – date TBA.