

**CALE: SOCIAL STUDIES FOR THE ELEMENTARY AND MIDDLE SCHOOL  
EDU 319 00 2**

**3 credits**

**Spring 2009, Curtis 131**

**Tues. & Thurs. 2:30-3:45 p.m.**

**January 20<sup>th</sup>—April 30<sup>th</sup>**

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**Course Description:**

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. A strong emphasis is placed on students' ability to plan, model, and reflect upon their teaching. Prerequisite courses: EDU 150 and EDU 311 and 312

**Course Outcomes:**

1. The ability to identify, explain, compare, contrast and debate the merits of the various standards (state and federal) that inform and guide social studies education.
2. An understanding of how educational philosophy guides practice.
3. The ability to clearly articulate a personal educational philosophy relevant to social studies education.
4. The ability to theorize as to why community members hold certain beliefs and expectations for a social studies education.
5. The ability to employ technology that enhances teaching and learning.
6. 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.
7. 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.
8. An ability to help students make meaning of off-site educational experiences in the social studies.

**Course Requirements:**

1. Actively and intelligently engage in class discussions. This includes participating in thoughtful reflection and assessment designed to help all of us as educators.
2. Develop two lessons that incorporate the use of technology and that are designed to demonstrate your personal philosophy of a social studies education.
3. Develop your philosophy of a social studies education.
4. Design and demonstrate a game or learning center to be used in the social studies.
5. Research and develop a plan for a field trip to a facility that can be incorporated into the social studies classroom.

6. Evaluate an elementary level (K-6) social studies textbook.
7. Present a current or historical event to the class which includes either technology or a visual aid.
8. Complete the required in-class and out-of-class assignments.
9. Attend all classes, arriving on time and staying for the duration of the class.
10. Ask questions.
11. Challenge yourself and your peers in a diplomatic and professional manner.

**Attendance 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 to the instructor on the due date to receive full credit for the work. The grade on late assignments will be lowered by one full letter grade for each day they are late except in the case of documented medical excuses. If you are having difficulty completing an assignment, please make an appointment to meet with your professor.

**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, 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.

***\*\*Use of cell phones, pagers, a Blackberry, etc. is restricted during class. Please turn devices on vibrate during class. They may be on due to the e-Campus emergency system.\*\****

**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 zero will be earned for that paper.

**Class Cancellations:**

In the rare event that I must cancel an individual class, every effort will be made to notify students via e-mail of the cancellation. FERPA regulations prevent me from communicating with students via any e-mail address other than a CCC address. Make sure that your CCC e-mail address is active and check it often.

**Students with Disabilities:**

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

**Final Exam Policy:**

Your obligations for this course include attendance at the final exam.

**Required Text:**

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

**Required Course Assignments and Assessments:**

This Day in History or Current Event Presentation	10 points
Integrated Lesson Plan Grade Level K-3	50 points
Lesson Plan Grade Level 4-6	50 points
Philosophy of Social Studies Instruction Paper	40 points
Presentation of Lesson (Mid-Term)	100 points
Plan a Social Studies-Related Field Trip Project	50 points
Textbook Evaluation	50 points
Social Studies Review Game/Learning Center Project (Final)	100 points
Education Department Professionalism Rubric	50 points
Tests 2 @ 50 points each	100 points

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

***This Day in History or Current Event Presentation* 10 points**

The student will give a brief (no longer than 5 minutes) oral presentation to inform the class of an event in the past or present that had in impact on our nation or the world. Research an event from the past on the date of your presentation or something happening now. The presentation should include some type of visual (picture, video clip, newspaper clipping, etc.). Your due date will be determined by draw during the first class. (See rubric)

***Philosophy of Social Studies Instruction* 40 points**

Develop your philosophy of social studies instruction. It should include your ideas of learning, teaching to promote learning, your motivation for teaching, and how you will apply your ideals to social studies instruction. Comment on your ideas for professional development, also. Please use no larger than a **12** point font, double-space your work, and use the **APA style**. Mechanics will be graded as well (See rubric).

**Written Lesson Plans**

**2 @ 50 points each**

Submit two lesson plans. One plan should be for the lower elementary level (K-3) and one for the upper elementary level (4-6). The K-3 plan should integrate at least one other subject area (e.g. S.S. and art, S.S. and music, etc.). One of these two lessons will be presented to the class (See rubric). **\*Note-These must be original lesson plans. You may not reuse lessons from a previous CCC course or field experience, doing so may result in a grade of 0 for this assignment.**

**Teaching Presentation**

**100 points**

Choose one of your written lesson plans and teach it to the class as your mid-term project. You will have fifteen minutes to present this lesson. You will be graded by your peers and the professor (See rubric).

**Plan a Field Trip Project**

**50 points**

The student will plan a social studies-related field trip for their “class”. Research a museum, historical site, etc. and plan a trip with your students. You may need to interview a teacher to help with the cost analysis (chartering a school bus). You must include the standards related to this trip (to justify it to your administrator). You will also write a letter to your students’ parent(s) to inform them of all the particulars of this trip (See rubric).

**Textbook Evaluation**

**50 points**

This assignment is detailed in a separate handout. The rubric is included in the handout.

**Game/Learning Center Presentation**

**100 points**

Design a game or learning center to be used with the social studies elementary curriculum. You must create the game, write the directions, and demonstrate it to the class. A group of peers will play the game in class. You will be given fifteen minutes to present the game. All materials must be here for the presentation. This will be your final exam. You will be evaluated by your classmates and the professor (See rubric).

**FINAL GRADE SCALE:**

600-567 points= A

566-543 points= A-

542-519 points= B+

518-495 points= B\*

494-477 points= B-

476-453 points= C+

452-429 points= C

428-405 points= C-

404-381 points= D+

380-357 points= D

Below 357 = F \* Note Education majors must receive a final grade of B or higher in this course.

**\*Class Schedule:**

**\*Subject to change as necessary**

Tuesday, January 20 <sup>th</sup>	Course introduction and overview Review of syllabus Review assignments and rubrics Coat of Arms Activity Draw names for Current Event/Day in History Present. <i>Assignment: Research current event/day in history; Read Chapter 1; Go to <a href="http://www.pde.state.pa.us/">www.pde.state.pa.us/</a>. Click on Academic Standards. Review Civics and Government, Economics, Geography, and History. Be prepared to discuss textbook and standards on Tuesday.</i>
Thursday, January 22 <sup>nd</sup>	Current Event Presentations Class Discussion Chapter 1 Questions on assignments Demonstrate a lesson plan. Review lesson plan rubric. <i>Assignment: Read Chapter 2-3.</i>
Tuesday, January 27 <sup>th</sup>	Current Event Presentations Review PA Social Studies Standards. Class Discussion Ch. 2-3 Questions on assignments <i>Assignment: Read Chapters 10-11.</i>
Thursday, January 29 <sup>th</sup>	Current Event Presentations (if needed) Class Discussion Chapters 10-11 Discuss sample lessons in text. Verbs handout- stress measurable outcomes <i>Assignment: Read Chapter 12</i>
Tuesday, February 3 <sup>rd</sup>	Class Discussion Chapter 12 Traditional vs. Alternative Assessment Measurement Tools <i>Assignment: Read Chapter 4 (Chapter 5 may be helpful when writing your lesson plans, also)</i>
Thursday, February 5 <sup>th</sup>	Show Schoolhouse Rock clips (Hint: possible use for Lessons) Active Learning TEST 1- Chapters 1-3 and 10-12 <i>Assignment: Two Written Lesson Plans due Read Chapter 5</i>

Tuesday, February 10 <sup>th</sup>	Collect Written Lesson Plans Class Discussion Chapter 4 Approaches to Instruction Demonstrate sample Learning Center/Game. Address questions concerning assignments.
Thursday, February 12 <sup>th</sup>	Field Trip to Cressman Library Curriculum Center ( <b>meet there</b> ) Review Rubric for Textbook Evaluation. Explain ‘Scope and Sequence’ in Teacher’s Manuals and textbook review kits.
Tuesday, February 17 <sup>th</sup>	Return graded lesson plans. Select order for Lesson Plan Presentations. Class discussion Chapter 5 Demonstrate content vocabulary game—“Save the Pig”. Demonstrate “Around the World” for Social Studies.
Thursday, February 19 <sup>th</sup>	Holiday theme day Handout packets with patriotic themed activities. Make and Take craft
Tuesday, February 24 <sup>th</sup>	Lesson Plan presentations
Thursday, February 26 <sup>th</sup>	Lesson Plan presentations
Tuesday, March 3 <sup>rd</sup>	Lesson Plan presentations
Thursday, March 5 <sup>th</sup>	Lesson Plan presentations <i>Philosophies due 03/17</i>
Tuesday, March 10 <sup>th</sup>	<b>SPRING BREAK!!</b>
Thursday, March 12 <sup>th</sup>	<b>SPRING BREAK!!</b>
Tuesday, March 17 <sup>th</sup>	Lesson Plan Presentations Collect Philosophies.
Thursday, March 19 <sup>th</sup>	Lesson Plan Presentations <i>Assignment: Read Chapter 6</i>
Tuesday, March 24 <sup>th</sup>	Class Discussion Chapter 6 Teaching Approaches For Discovery Concept Formation, Creative and Critical Thinking <i>Assignment: Textbook Evaluations due</i>

Thursday, March 26 <sup>th</sup>	Collect Textbook Evaluations Discuss findings of textbook assignment Review of assessments- Cooperative Learning Activity on Assessment <i>Assignment: Read Chapter 7</i>
Tuesday, March 31 <sup>st</sup>	Class Discussion Chapter 7 Teaching S.S. Skills Establishing relationships and working with others Conflict Resolution Maps vs. Globes Time <i>Assignment: Read Chapter 8</i>
Thursday, April 2 <sup>nd</sup>	Class Discussion Chapter 8 Planning for Diversity Minorities and Schooling Gender Equity Exceptionality <i>Assignment: Field Trip project due</i> <i>Assignment: Read Chapter 9</i>
Tuesday, April 7 <sup>th</sup>	Collect Field Trip projects Each student will give a brief description of their site Class Discussion Chapter 9—S.S. for Limited Proficient Learners Problems for these Learners Successful approaches
Thursday, April 9 <sup>th</sup>	Children’s Literature Presentation Internet Resources Day Useful websites for teaching the social studies Reliable vs. Unreliable sources
Tuesday, April 14 <sup>th</sup>	Test #2 Chapters 4-5 and 6-9 Learning Center/Game Presentations
Thursday, April 16 <sup>th</sup>	Learning Center/Game Presentations
Tuesday, April 21 <sup>st</sup>	Learning Center/Game Presentations
Thursday, April 23 <sup>rd</sup>	Learning Center/Game Presentations
Tuesday, April 28 <sup>th</sup>	Learning Center/Game Presentations
Thursday, April 30 <sup>th</sup>	Learning Center/Game Presentations Professionalism Rubrics Course Evaluations