

Cedar Crest College
SPRING 2010
EDU 518: Curriculum, Assessment and Learning Experiences for Social Studies in the
Elementary and Middle Schools
3 credits

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Class: Th: 6-9
Office Hours: W: 3:30-5:30, TH: 2:30-5:30

*Please note that I will only correspond via Cedar Crest email accounts. In case of inclement weather, you may call my voicemail or the education office on the day of class.

Course Description: This course prepares the prospective teacher to develop and implement learning experiences and assessments based on the PDE standards and current research in the field of social studies education. Emphasis is placed on conceptualizing social studies as a keystone for the integration of all subjects. Students will be expected to plan, model, and reflect upon their teaching. Prospective teachers will explore a variety of strategies for providing students with standard based and engaging learning experiences in history, geography, economics, civics and government. Attention will also be given to assessment and the integration of technology in the classroom. Prerequisites: EDU 550.

Course Objectives:

Students in this course will:

- demonstrate the ability to plan and create meaningful social studies learning experiences for all students in the areas of history, geography, economics, civics and government.
- demonstrate content knowledge history, geography, economics, civics, government and Pennsylvania as it pertains to teaching at the elementary level.
- demonstrate the ability to integrate and model a variety of teaching strategies in social studies activities and lessons.
- demonstrate the ability to consistently integrate technology within activities, lessons, and unit plans.
- Examine current research and synthesize findings, commensurate with graduate level work, on a variety of social studies topics and communicate findings to peers.
- demonstrate the ability to integrate literature into the social studies curriculum.
- demonstrate the ability to develop a variety of assessments to ensure student achievement and to guide future instruction.
- demonstrate the ability to attend to the needs of the exceptional learner (included the gifted learner, the special needs learner and the ESL student.)

Course Outcomes:

Students in this course will:

- Actively and knowledgeably participate in class discussions. This includes the completion of all reading and writing assignments in preparation for class.
- Examine and synthesize pertinent research in areas of the teaching and learning of social studies.
- Create standards-based, engaging and integrated lessons plans using a variety of content and age appropriate strategies.
- Develop a unit outline that demonstrates a coherent plan to integrate technology and literature and that addresses the needs of all learners.
- Create an assessment tool that gauges student understanding and acts as a guide for future learning.
- Successfully pass a test on content knowledge and pedagogy in the areas of history, geography, economics, civics, government and Pennsylvania as it pertains to the elementary curriculum.

Required Texts and Materials:

Obernchain, K. & Morris, R. (2007). 50 social studies strategies for k-8 classrooms (2nd edition). Pearson Education, Inc.
Sunal, C. & Haas, M. (2008). Social studies for the elementary and middle grades: a constructivist approach (3rd edition). Pearson Education, Inc.
Copy of PA Academic Standards for History, Geography, Economics, Civics and Government
Copy of PA Academic Standards in Speaking, Listening, Reading and Writing

Academic Honesty/Protocol: The formal honor code adopted by CCC as outlined in the college catalogue and student handbook will be followed in this course. Appropriate classroom behavior is implicit in the CCC Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous and respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations or any other behavior that might disrupt instruction and/or compromise students' access to learning. Cell phones should be turned off before class begins. Text messaging and other cell phone activities are also unacceptable disturbances during class. As a future or current educator you are expected to uphold the responsibilities of that position.

Attendance & Late Arrival: 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.

Assignments: Students who are absent from class are responsible for obtaining assignments due from other members of the class. Late assignments or projects will be lowered a full letter grade for each day they are overdue. Assignments are due at the start of each class session. Therefore, anything turned in (including email) after class will be considered late. If you have difficulty with an assignment please make an appointment to meet with me for assistance. In addition, there are helpful services available through the Advising Center. The most expedient way to contact the professor is through email.

Plagiarism: Is regarded as 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 properly in APA style as the source of idea(s), a grade of "0" will be earned for that paper. It is essential that the student use proper citing in all papers submitted for grading. Students may not use the same paper, unit, or lesson plan for more than one course without the permission (in writing) of both instructors.

Assignments in detail:

1. You will create two lesson plans as follows:

Lesson 1: This lesson will be for the Pre K–3 classrooms. You may select the grade level. The lesson should follow the CCC format. In addition, the section for accommodations should include extensions for the gifted learner, adaptations for the exceptional learners and ideas to attend to the needs of ESL learners. Be sure to be creative, age appropriate and use strategies that we discussed in class that promote student engagement and learning. (75 Pts.)

Lesson 2: This lesson will be for the 4-8 classrooms. You may select the grade level. The lesson should follow the CCC format. In addition, the section for accommodations should include extensions for the gifted learner, adaptations for the exceptional learners and ideas to attend to the needs of ESL learners. Be sure to be creative, age appropriate and use strategies that we discussed in class that promote student engagement and learning. (75 Pts.)

***IMPORTANT** – one of the above **MUST** integrate technology and one must integrate literature. The choice is yours. Also, you cannot duplicate the content area of history, geography, economics, civics, government or Pennsylvania.

Please see rubric for scoring.

2. You will create a unit outline as follows:

Unit Outline: This is a list of lessons that you plan to teach in a given social studies unit. Please select another area and grade level from your two lessons (history, geography, economics, civics, government or Pennsylvania). Each lesson on the list must include the strategy you plan to use to teach this lesson and any other important teaching details needed. I will accept this in outline or graphic format. (50 pts.)

Assessment: You must also include a performance based assessment that you will use for this unit. This is **NOT** a test. I would like you to be creative with this. Scoring criteria should be included. You will also need to provide a sample of the expected outcome. Finally you will need to include a paragraph that describes how this assesses the student learning and what will you do with this information to guide your future instruction. (50 pts.)

3. You will examine and prepare to share a social studies website.

Website: You will find and examine a website. Then, prepare to share the advantages and disadvantages of the website with the class. Also, plan to share at least one idea you have to use this website in your classroom. This is a 5 minute brief sharing of info. See criteria handout. (30 pts.)

4. You will examine two research articles in the areas of teaching and learning in social studies.

Research: You will find two current research articles (2000 to present) and synthesis the findings of these researchers. You should also include a section that explains what you have gained from this information, how you will use this information in your teaching and also, include your ideas for future research in this area. This is a 5-7 page paper that includes appropriate APA format. Keep in mind that APA just released a new edition and this should be what you use. Minimally three pages should be devoted to the synthesis and two pages to your personal reflection/response. TO be a bit green, please do not include a cover page and you may print back to back – I know this break the APA rules, but go for it. (100 Pts.)

See Rubric for scoring.

5. Test

You will take a test on important social studies content and teaching knowledge. This will include PA studies. A study guide will be provided later in the semester. (50 pts.)

Points and DUE DATES:

Participation and Professionalism	50	
Lesson Plan 1 (prek – 3)	75	Due 2/18
Lesson Plan 2 (grades 4-8)	75	Due 3/4
Research	100	Due 3/18
Website Share	50	Due beginning 4/8
Integrated Unit plan outline	50	
and performance assessment	50	Due 4/8
Test:	<u>50</u>	Taken 4/29
Total	500	

Grading Scale

94% - 100 =	A
90% - 93% =	A-
87%-89% =	B+
84%-86% =	B
80% - 83% =	B-
77% - &79% =	C+

****ALL certification students must achieve a B or better in this course**

Course Outline:

Class	Key Concepts/Activities	Assignment/Readings
1/21	<p>Course Overview/Syllabus</p> <p>Meaningful Social Studies:</p> <ul style="list-style-type: none"> Defining Social Studies General pedagogical knowledge and content knowledge Six viewpoints of citizen education NCLB: core subjects PDE Standards and curriculum 	<ul style="list-style-type: none"> Chapter 1 – SS for EL & Mid.
1/28	<p>Meaningful Learning in SS:</p> <ul style="list-style-type: none"> Development and Planning Phases – exploratory development, and expansion PDE standards When to use technology Literature connections: In textbook Diversity Opportunities: Multiple Perspectives <p>*Assign strategy presentations</p>	<ul style="list-style-type: none"> Chapter 2 – SS for EL & Mid. 50 Strategies: pgs. xv-xvii, Chapter 1 Examine PDE standards for SS: Geography, History, Economic, Civics & Government
2/4	<p>Multiple Assessments and Evaluation:</p> <ul style="list-style-type: none"> Summative and formative assessment, NCSS recommendations NAEP sample questions authentic assessment Using rubrics in SS Diversity: Assessing diverse students, promoting individual needs 	<ul style="list-style-type: none"> Chapter 3 – SS for EL & Mid. 50 Strategies: Chapter 2, 3, 4 Read and prepare – assigned strategy for presentation beginning next week
2/11	<p>Developing Inquiry Skills:</p> <ul style="list-style-type: none"> Early inquiry skills Integrated thinking skills Creative thinking Using technology: Fostering inquiry skills <p>Strategy Presentations (3 groups)</p>	<ul style="list-style-type: none"> Chapter 4 – SS for EL. & Mid.
2/18	<p>Constructing Concepts:</p> <ul style="list-style-type: none"> Forming, Types of, interrelationships, complexity and abstraction Concept teaching: essential attributes, non-example vs. examples Concept vs. Facts Diversity: Defining Concepts, cultural factors Technology: Resources for building concepts <p>Building Generalizations:</p> <ul style="list-style-type: none"> Inquiry Learning Generalization vs. Facts Teaching Generalization Diversity: Making generalization resources <p>Strategy Presentations (1 Group)</p>	<ul style="list-style-type: none"> Chapter 5 & 6 – SS for EL. & Mid. Lesson Plan 1 Due
2/25	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> Pedagogical Content Knowledge – clarity, variety, task orientation, engagement Best Practices – questioning, cooperative learning Knowledge and Instruction Continuum Explicit Teaching Methods Discovery learning methods Technology: Collaborative Classrooms Diversity: Pre-reading, Prior knowledge <p>Strategy Presentations (3 Groups)</p>	<ul style="list-style-type: none"> Chapter 7 – SS for EL. & Mid. – pgs. 186 – 204

3/4	<p>Teaching all students meaningful SS:</p> <ul style="list-style-type: none"> • Best Practices • Inclusive Classrooms • Adapting Curricula • English Language Learners • Culture and Gender Differences in student-teacher interactions • Technology: Adapting instruction for inclusive classroom • Diversity: Variations in Belief Systems <p>Relating to Individuals and Communities:</p> <ul style="list-style-type: none"> • Environment of respect, responsibility • Moral Development Theories • Character Education • Technology: Protecting Children • Diversity: Learning from voices in the community <p>Strategy Presentations (1 Group)</p>	<ul style="list-style-type: none"> • Chapters 8 & 9 – SS for El & Mid. • Lesson Plan 2 Due
3/11	SPRING BREAK – NO CLASS	
3/18	<p>Becoming Citizens in a Democratic Society:</p> <ul style="list-style-type: none"> • Political Awareness • Citizenship • Civic Education • Service Projects, Student Government • Technology: Civics Impact of Technology/Current events <p>Local and Global Societies</p> <ul style="list-style-type: none"> • Global Education- Approaches & teaching • Interdisciplinary Connections • Diversity: Multicultural Books <p>Strategy Presentations (2 Groups)</p>	<ul style="list-style-type: none"> • Chapter 11 & 12 – SS for El & Mid. • Research paper due
3/25	<p>Interpreting History, Geography, Economy Group Preparations for chapter share on 4/1</p> <p>Strategy Presentations (1 Group)</p>	<ul style="list-style-type: none"> • Read assigned chapter for this week. Be prepared to work with group. Be sure to include the technology and diversity sections.
4/1	Group share of Chapters 12, 13, 14 (40-45 minutes each)	<ul style="list-style-type: none"> • Group Chapter Project
4/8	<p>Teaching about PA Share website – 5 minutes (8 students)</p>	<ul style="list-style-type: none"> • Website Share • Integrated Unit Outline & Assessment Due
4/15	<p>Technology in the SS classroom:</p> <ul style="list-style-type: none"> • Virtual Field Trips <p>Share website – 5 minutes (14 students)</p>	<ul style="list-style-type: none"> • Website Share
4/29	Content & Teaching Knowledge Test	<ul style="list-style-type: none"> • Test

***The professor reserves the right to make changes in the course content and schedule at her discretion.**