

Oakland University

School of Education and Human Services

Department of Teacher Development and Educational Studies

TD5270

Teaching Social Studies in the Elementary and Middle School

Tuesdays from 5:30-8:50

158 Pawley Hall

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### **Catalogue Description**

TD5270 examines instructional objectives and strategies, current materials, and evaluation procedures for social studies education. Upon completion of the course, students are able to develop, defend and implement an elementary social studies program. It includes a required field experience.

### **Introduction to the Course**

Social studies is often misinterpreted as fact-based history, rote memorization of state capitols, and balancing budgets. The reality is that social studies can be a valuable tool in encouraging children to become active participants in our society. According to the National Council for the Social Studies (NCSS), the leading national organization for social studies education, "the purpose of elementary school social studies is to enable students to understand, participate in, and make informed decisions about their world." With this in mind, the purpose of this course is to 1) help teacher candidates expand their content knowledge and pedagogical content knowledge to 2) guide their students in their development as critical thinkers who can 3) participate in and take action to demand for a more equity-oriented society.

### **Learning Outcomes/Goals for Candidate Performance**

EED5270 is expected to help each student meet particular goals of the elementary education program. In relationship to social studies teaching in grades K-8, successful students will:

#### Learning Outcomes

1. Demonstrate through class activities and a field based lesson plan appropriate educational practices for diverse

learners that:

- are grounded in culturally relevant pedagogy (draw on students' interest, cultures, and background experiences)
- consider the varied abilities of students

2. Demonstrate through small group discussion assignments and class interactions respect and value for human diversity, and the ability to work with others (i.e. parents, colleagues, and other professionals).

3. Demonstrate through course assignments instructional practices that:

- encourage students to interact with, respond to, and challenge one another through effective discussion practices
- engage all learners
- use group work effectively

4. Develop formative assessments in the field based lesson that:

- align with objectives and instructional activities
- evaluate the degree to which students have achieved the objectives
- allow students to exhibit their knowledge and skills in a variety of ways
- build upon the principles of authentic pedagogy (i.e., performance assessments)
- inform instruction to meet the needs of diverse learners

5. Become reflective practitioners who through, critical analysis of a video lesson, class participation (entry tickets) and

written reflection of field based lesson:

- consider what values are worth teaching to students
- consider what worked and what did not to refine instruction, and assessments
- articulate a personal conceptual framework or philosophy based on research, best practice, and reflection when speaking to current educational issues

### **Materials Required.**

- **Membership with the National Council of the Social Studies: Go to [nccs.org](http://nccs.org) to register**
- **Cowhey, Mary, 2006. Black Ants and Buddhists: Thinking Critically and Teaching Differently in the Primary Grades. Stenhouse Publishers**
- **Takaki, Ronald, 2012. A different Mirror: For Young People- A History of Multicultural America. Stevens Stories Press**
- **Via by Watermark ( formerly Live Text)**
- This course requires a VIA subscription. VIA allows you to create and submit course assessments online and allows for long-term storage of projects, documents, and your teaching portfolio. Only one VIA subscription is needed for the length of your

program. Therefore, if you already have purchased Via for another course, you need not purchase an additional subscription for this course. If the purchase of VIA is a hardship for you, please see your instructor. You can find more information at <https://www.oakland.edu/sehs/student-resources/livetext/> and can purchase your five year VIA Student Membership: Field Experience Edition license from <https://www.livetext.com/purchase-register-membership/>

### **Introduction to EED5270**

There is general consensus that the mission of teaching social studies is to prepare young people for citizenship. In TD5270 we will consider the different ways in which we can most effectively help young learners to become active citizens in a twenty-first century world.

The issue of how to conceptualize and teach social studies has been argued since its inception as a school subject in the early part of the twentieth century. Curricular debates have tended to be centered on the high school where disciplinary specialists have argued the merit of integrated programs or have tried to justify the dominance of one discipline, such as history, over the other disciplines that contribute to and characterize social studies education.

Although centered on high school curriculum, the consequences of these debates have shaped elementary social studies instruction. Recent reform initiatives in public schools and in teacher education that have influenced social studies instruction have rested on two rather contradictory interests in curriculum: subject specialization and subject integration. Teachers are being encouraged to learn how to design interdisciplinary curricula, and middle schools especially have had organizational changes made to facilitate teaching in interdisciplinary ways. The phenomenal growth in the numbers of schools offering International Baccalaureate Primary Years Programs and Middle Years Programs are evidence of this resurgence in interest in trans-disciplinary teaching. At the same time the general adoption of subject area standards that are structured around separate disciplines has resulted in greater emphases on teaching history, economics, geography and civics as separate entities in states such as Michigan. We will consider these issues and others in our journey towards understanding elementary social studies curriculum in its design and implementation in EED5270.

### **Course Goals**

Experiences in TD5270 are designed to facilitate the development of:

- A clearer, more explicitly examined understanding of the issues related to social studies in elementary schools.
- Habits of inquiry that inform professional decisions about appropriate content and instruction for students K-8.
- Teacher candidates' ability to engage in critical analysis of resources used to teach social studies in elementary schools.

## **Objectives**

Upon completion of TD5270, students who successfully complete the course will be able to:

- Simulate the K-8 teacher's role in curricular planning for the school year, for instructional units, and for daily lessons in social studies.
- Select or develop appropriate cognitive and affective objectives consistent with the Michigan Core Curriculum: Social studies supported with valid principles of child development.
- Distinguish among levels of knowledge (content) drawn from the social science disciplines.
- Incorporate a program of affective objectives appropriate for children in a diverse society.
- Select or design learning experiences and material for the development and enrichment of a quality social studies program, including the effective use of current technologies.

## **Topics**

TD5270 is designed around the ten themes of social studies identified by the National Council of the Social Studies. Students will also examine the Michigan Grade Level Content Expectations in Social Studies.

## **Classroom-based Teaching Strategies**

Students will complete a field assignment that involves teaching two social studies lessons to elementary or middle level students. This enables teacher candidates to try various strategies for teaching social studies in classroom settings. Students will also be required to initiate professional conversations around social studies with their collaborating teacher and with other teachers who are particularly passionate about teaching social studies.

## **Methods of Instruction**

The methods of instruction in this course require the active participation of students within and outside class. Outcomes of these collaborations will include research papers and presentations that have applied theory and content to practices in K-8 social studies teaching. Discussions in large and small groups will be informed by information provided by the instructor, readings, and by individual students' prior experiences.

## Course Requirements

- **Attendance**

TD5270 is based on informed discussion in a learning community. Each student’s participation is essential to the success of the class. Therefore, no absences will be excused. Points will be deducted as follows: absence five points and partial attendance three points, as this is the only social studies course in the teacher preparation program. If a student is absent more than twice s/he can be dropped from the course. Consider this when scheduling vacations, dentist’s appointments etc. For “online sessions” attendance points are earned if work is submitted by the deadlines.

- **Participation**

Active participation in both small and large group class discussions is expected. Active participation involves posing questions as well as sharing experiences, ideas, and observations about social studies education. Active participation also requires that students bring required materials to class, and provide evidence that they have read and considered assigned texts in relation to what they know about teaching and learning.

- **Assignments**

Detailed rationales, guidelines for each assignment are on Moodle. Consistent with a professional preparation program, all assignments are to be submitted in class on dates as noted in the course schedule. Hard copy assignments are to be printed in black ink on white paper, typed double-spaced in 12 point Times New Roman or Calibri font. I expect you to use conventional grammar and spelling in all assignments, and include APA-styled references

## Allocation of Points

	Description	Points
Class Participation	Thoughtful reflection and discourse during class, following essential agreements formed together, no use of cell phone or computers for use other than 5270 content.	100
Attendance	Attendance is mandatory and points will be deducted for each class missed.	100
2 Lessons within your	You will present two social studies lessons in your field	100

field placement	placement, and submit the respective lesson plans and reflections.	
Literature Summaries from the NCSS Website	You will write four summaries of literature from the NCSS website, each worth 25 points.	100
C3 group project	You/ you and a partner will complete an assignment using the C3 inquiry model.	200
Textbook assignments	You will be assigned various learning experiences related to the texts we are reading	100
Miscellaneous assignments	You will be asked to respond to various readings and viewings as designated by the instructor	100

### Grading Scale

Grades will be earned based on the following grading scale:

### **College Board Grading Scale**

#### **Letter Grade Percent Grade 4.0 Scale**

A+	97-100	4.0
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	65-66	1.0
E/F	Below 65	0.0

### Evaluation Procedures

TD5270 is a graded course for which four graduate semester-credit hours are earned. The following statements govern assessment in the course:

1. Students are expected to submit assignments that conform to university policies governing academic dishonesty and misconduct. See the "Academic Conduct Policy" in the current Catalog or Student Handbook, for provisions regarding plagiarism and submitting assignments to only one class. Plagiarism is taken extremely seriously in the teacher preparation program, not just because of intellectual property issues but because as teachers, graduates will be expected to be ethical professionals.

2. The Publication Manual of the American Psychological Association (6th ed., 2010) contains the writing style used by the Department of Teacher Development and Educational Studies.
3. Assessment of each course requirement is based on quality, not quantity, of work.
4. Up to 10% of each assignment will be deducted for incorrect grammar or punctuation.
5. Students are strongly encouraged to use office hours (after class or by arrangement) to meet with the professor for help and feedback while working on assignments. Resources on campus include the Writing Center (oakland.edu/ouwc/studentsservices) and the Student Technology Center (oakland.edu/stc/).
6. Emailed questions regarding an assignment need to be sent to the instructor by the Friday afternoon before the assignment is due.
7. Work submitted after class on the due date, without a prior written request for an extension and acceptance by the professor, will be accepted for grading but with reduced credits.

#### **Please Read Carefully**

- Emergency Closing

If the university is in session, the class will meet as scheduled. In the event of bad weather or another emergency situation, call (248) 370-2000 to find out if OU is holding or has cancelled classes.

- Cell Phones / Beepers / Other Communication Devices

Out of courtesy to the professor and classmates, please silence electronic devices and refrain from texting or from answering emails/chatting online while EED5270 is in session. If you are in the habit of multi-tasking please see this as an opportunity to practice the art of living in the moment: something that is becoming increasingly rare in our busy, technology-drenched lives. In an emergency situation (e.g. your child is ill) inform the professor before class begins and arrange to sit near the door so that your possible departure will disrupt as few people as possible.

#### **Course Organization**

In this course you will have a number of projects underway at one time. This is more difficult for some students than others. Although it is challenging and can be confusing, it is also an inevitable characteristic of the work of teaching. At all times a teacher is working on a large number of fronts: preparing for a variety of classes or subject matters; doing long-term unit planning while preparing for the next day's teaching; balancing one's own teaching goals with the new school curriculum; adjusting previous lesson plans to the needs of a new group of students; adapting to changes in school schedules; planning time to get the room arranged for parent teacher conferences while juggling a standardized test schedule and counseling a troubled student etc., etc. Consequently it is important and useful for

you to begin to find your personal ways of maintaining an orderly flow of work for yourself in the midst of multiple tasks and expectations, to begin to find ways to organize yourself within this kind of framework. In this course you will feel the need to develop such organizational skills but you will also be given support and strategies to help you deal with such demands.

University guidelines specify that a course load should involve two hours of study time for each hour in class. You should anticipate using them.