

OAKLAND UNIVERSITY
School of Education and Human Services
Department of Teacher Development and Educational Studies

EED 4270 – Room 158, Pawley Hall – CRN: 10053
TEACHING SOCIAL STUDIES IN THE ELEMENTARY & MIDDLE SCHOOL
Winter 2018

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Catalogue Description

This course offers opportunities to explore definitions of social studies and strategies for teaching social studies in K-8 classrooms. The field experience is a pivotal piece of this course. Through discussions and assignments, students will examine and reflect upon teaching and learning social studies within both Michigan and their local community. Prerequisites for this course are HST 114, FE 680, TD 520 and SE 500.

Prerequisite(s): admission to major, EED 312/313, 354, 420, FE 406, IST 396.

Pre/Corequisite(s): RDG 331 or RDG 333.

Learning Standards for Candidate Performance: EED 4270 and TD 5270 are expected to help students meet the following InTASC Standards:

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Progression Indicators:

1. The teacher selects, creates, and sequences learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills.
2. The teacher plans instruction based on information from formative and summative assessments as well as other sources and systematically adjusts plans to meet each student's learning needs.
3. The teacher plans instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Progression Indicators:

4. The teacher understands and uses a variety of instructional strategies and makes learning accessible to all learners.
5. The teacher encourages learners to develop deep understanding of content areas, makes connections across content, and applies content knowledge in meaningful ways.

Materials

Required : *Social Studies That Sticks* by Laurel Schmidt. Heinemann: 2007

Note: Additional Readings, including several children's trade books, will be provided by the instructor.

Introduction to EED 4270

There is general consensus that the mission of teaching social studies is to prepare young people for citizenship. In EED 4270 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.. 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 EED 4270.

Course Goals

Experiences in EED 4270 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 EED 4270, 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 for Social studies and 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.

Course Topics

EED 4270 is designed around three broad areas: an Introduction to Social Studies Education, the Social Studies Curriculum; and Planning and Teaching Social Studies. Embedded within these three areas will be the ten themes of social studies identified by the National Council of the Social Studies, the new Common Core State Standards for English Language Arts, the Michigan Content Expectations for Social Studies and issues of concern regarding classroom teaching that are expressed by students in our first class meeting.

Classroom-based Teaching Experience

Students will complete a field assignment that involves teaching 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.

Methods of Instruction

The methods of instruction in this course include inquiry-based activities, lecture bursts, simulation and cooperative learning. These require the active participation of students. Outcomes of these collaborations will include reflective reviews 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. Most class sessions will feature a PowerPoint Presentation. Notes for the PPT will be placed on MOODLE by Tuesday of each week. Students are expected to print out the file and bring it to class to expedite note-taking.

EED4270 Course Requirements

Attendance

Prompt and regular attendance that is in keeping with professional conduct is expected. EED 4270 is based on informed discussion. Each student's participation is essential to the success of the class. Students begin with 20 attendance points. Points will be deducted as follows: absence 5 points; tardiness at the beginning of class or after break 2 points; and partial attendance 3 points. Excessive absence and tardiness can result in negative points. If you miss class due to an emergency please explain the situation to the professor. As this is the only social studies course in the teacher preparation program if a student is absent more than twice s/he will receive an "incomplete" grade. Consider this when scheduling vacations, dentist's appointments etc.

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. Behavior in class should demonstrate professional conduct and courtesy. The participation grade has two components to it: success in in-class activities and a subjective judgment by the instructor.

Assignments

Descriptions, guidelines and assessment rubrics for assignments are on Moodle or will be distributed by the instructor. Consistent with a professional preparation program, all assignments are to be submitted in class on dates as noted in the course schedule. Assignments are to be printed in black ink on white paper, typed double-spaced in 12 point Times New Roman font or 10 point Arial font with conventional spelling and grammar and APA-styled references.

Allocation of Points

	Points
Attendance	20
Participation/ In-class assignments/Response Journal	10
Quizzes (3)	30
Reading Log	10
Civics: Public Issue Project	20
Geography: Five Themes Assignment	10
Economics: <i>Lemonade Stand</i> Activity	10
Field Trip Assignment	10
History: Artifact from Your Past Activity	10
Assessment PowerPoint Interactive Notes	10
Literature-Based Social Studies Lesson	15
Field Teaching Project	25
Total	180

Grades will be calculated as a percentage based on a score out of 180 points.

A		B		C			
Grade	%	Grade	%	Grade	%	Grade	%
4.0	99-100	3.5	89-90	2.9	77-78	2.4	71
3.9	97-98	3.4	87-88	2.8	75-76	2.3	70
3.8	95-96	3.3	85-86	2.7	74	2.2	69
3.7	93-94	3.2	83-84	2.6	73	2.1	68
3.6	91-92	3.1	81-82	2.5	72	2.0	67
		3.0	79-80				

Evaluation Procedures

EED 4270 is a graded course for which four undergraduate 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 meet with the instructor for help and feedback (after class or by arrangement) while working on assignments.
6. Emailed questions regarding an assignment need to be sent to the instructor by the Friday afternoon before the assignment is due.
7. There is no provision for resubmitting assignments after they have been graded.
8. Work submitted after class on the due date, without a prior written request for an extension and acceptance by the instructor, will be accepted for grading 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 instructor and classmates, please silence electronic devices and refrain from texting or from answering emails/chatting online while EED 4270 is in session. In an emergency situation (e.g. your child is ill) inform the instructor 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; 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.

Career Services

Career Services is the career resource for students of all levels within the School of Education and Human Services! Denise McConkey, Career Consultant for SEHS, can assist with resume/cover letter reviews, mock interviews, job search strategies/resources, career advising, social media branding, networking events and much more! Schedule an appointment with Denise via Handshake at oakland.joinhandshake.com. Visit oakland.edu/careerservices for more information.

Course Schedule: EED 4270 Winter 2018

Please prepare for each class by reading the assigned pages from *Social Studies That Sticks* by Laurel Schmidt and any assigned readings which will be posted on Moodle or handed out in class.

Date	Topic	Key Ideas	Readings	Activities	Literature Connection(s)	Assignments
1/4	Foundational Knowledge: What is social studies and why is it important?	<ul style="list-style-type: none">• What is Social Studies?• What is the content of social Studies?• How is social studies content organized?• Inquiry and Social studies		<ul style="list-style-type: none">• Four Corners Activity• Response Journal• Inquiry Activity – <i>Changing the Environment: Treeville</i>	<i>Treeville</i> Activity	<ul style="list-style-type: none">• Read Chap 1: <i>Putting the Social Back in Social Studies</i>, pages 1 – 28 (due 1/11)• Begin Reading Log – (due 4/5)

1/11	Foundational Knowledge: How do standards, content expectations and trends impact social studies curriculum and instruction?	<ul style="list-style-type: none"> The Learning Cycle: Awareness, Exploration, Inquiry, Action The C3 Framework Curriculum Standards: National, State and Local The Literacy-Social Studies Connection 	<ul style="list-style-type: none"> Discuss Chap 1: <i>Putting the Social Back in Social Studies</i> <i>Letting Swift River Go</i> by Jane Yolen – in class 	<ul style="list-style-type: none"> The C3 Framework and a Sample Inquiry Activity Dissecting Social Studies Standards Introduction to the MC3 Curriculum and the <i>Open Book Project</i> 	<i>Letting Swift River Go</i> by Jane Yolen	<ul style="list-style-type: none"> Read Chapter 2: <i>What's the Problem?</i> pages 30-41 (due 1/18) Field Teaching Project (due 4/5)
1/18	Democratic Citizenship Education: How can we promote active citizenship and public issue investigation?	<ul style="list-style-type: none"> Why Citizenship Education? Active and Passive Citizenship Education The Role of Problems in Social Studies Investigating Public Issues Voting 	<ul style="list-style-type: none"> Discuss Chapter 2: <i>What's the Problem?</i> 	<ul style="list-style-type: none"> Active Reading Strategies for Social Studies Using Literature to Investigate Core Democratic Values Public Issue Investigation: <i>Drinking Fountains, Garage Sales and Wind Farms:</i> 	<ul style="list-style-type: none"> <i>The Giant Jam Sandwich</i> by John Vernon Lord <i>These Hands</i> by Margaret Mason <i>Henry's Freedom Box</i> – Ellen Levine 	<ul style="list-style-type: none"> <i>City Green</i> by DyAnne DiSalvo-Ryan Public Issue Project (due 4/5)
1/25	Democratic Citizenship Education: How and why do we teach about government?	<ul style="list-style-type: none"> The Four Big Questions of Government The Michigan Grade Level Content Expectations for Civics Making Civics Engaging 	<ul style="list-style-type: none"> <i>City Green</i> by DyAnne DiSalvo-Ryan 	<ul style="list-style-type: none"> Discussion: <i>City Green</i> Creating a Graphic Organizer: <i>What is a Republic?</i> Government simulation Solving the Problems of Freedomia 	<ul style="list-style-type: none"> <i>House Mouse, Senate Mouse</i> by Peter Barnes <i>City Green</i> by DyAnne DiSalvo-Ryan <i>Brick by Brick</i> by Charles Smith 	<ul style="list-style-type: none"> Read Chapter 7: <i>Cultural Perspectives, Point of View, Politics and Propaganda</i> (pages 169- 193) and be ready for a quiz on 2/8!
2/1	PUBLIC ISSUE					
2/8	Culture: What is culturally responsive teaching?	<ul style="list-style-type: none"> Understanding Diverse Classrooms Cultural Perspectives and Cultural bias Components and characteristics of culture 	<ul style="list-style-type: none"> Discuss Chapter 7: <i>Cultural Perspectives, Point of View, Politics and Propaganda</i> 	<ul style="list-style-type: none"> Quiz on Chapter 7 Response Journal Exchange Icebergs and Onions Activity: Analyzing Cultural Artifacts 	<ul style="list-style-type: none"> <i>Squarehead</i> by Harriet Ziefert 	<ul style="list-style-type: none"> Literature-based lesson (due 3/15)
2/15	Culture: How can we move beyond pinatas and masks to effectively teach about culture?	<ul style="list-style-type: none"> Content Expectation Connections in Geography Characteristics of Culture Components of Culture Cultural Diffusion Choosing Multicultural Literature 		<ul style="list-style-type: none"> <i>Material World: Investigating Global Families</i> Activity: Analyzing proverbs and folktales Taste Tests: Multicultural snacks Board Games and Cultural Diffusion Using Music to teach about Culture 	<ul style="list-style-type: none"> <i>The Voices of Sleeping Birds</i> by Cynthia Rylant <i>Mufaro's Beautiful Daughters</i> - John Steptoe 	<ul style="list-style-type: none"> Read Chapter 6: <i>Community as Classroom</i> (pages 128-148) (due 10/26) Field Trip Assignment (due 3/22)

2/22		WINTER BREAK					
3/1	Geography: What are some effective geographic tools, themes and techniques?	<ul style="list-style-type: none"> The Geography GLCEs Strategies for lower elementary students Using the Five Themes as a Framework for teaching Geography Science and Social Studies Integration: Environmental Issues 	<ul style="list-style-type: none"> Discuss Chapter 6: <i>Community as Classroom</i> 	<ul style="list-style-type: none"> Maps as a Teaching tool Using lollipops to build a spatial perspective Bird's Eye View activity Investigating aerial photos Mapping: Making a Classroom in a Box A Return to Treeville Inquiry Activity: <i>A River Ran Wild</i> 	<ul style="list-style-type: none"> <i>A River Ran Wild</i> by Lynne Cherry <i>Wangari's Trees of Peace</i> – Jeanette Winter 	<ul style="list-style-type: none"> Five Themes of Geography Assignment (due 3/15) <i>Lemonade Stand</i> online activity (due 3/15) 	
3/8		FIELD TRIP					
3/15	Economics: How to teach about scarcity, choice and opportunity cost?	<ul style="list-style-type: none"> Rationale for Teaching Economics The National Voluntary Standards The Michigan Grade Level Content Expectations for Economics Research Supported Principles for Teaching Economics 	<ul style="list-style-type: none"> <i>The Goat in the Rug</i> by Nancy Winslow Parker 	<ul style="list-style-type: none"> Sharing Literature Lessons "Lemonade Stand" reports <i>Pancakes, Pancakes: Teaching Six Significant Economic Concepts</i> Assembly Line Simulation Economics and History 	Economics book collection including: <ul style="list-style-type: none"> <i>The Ox-Cart Man</i> <i>Nino's Pizzeria</i> <i>Sam and the Lucky Money</i> 	<ul style="list-style-type: none"> Read Chapter 3: <i>Discovering the World Through Primary Sources</i> (pages 42 - 72) and be ready for a quiz! Artifact from Your Past" assignment (due 3/22) 	
3/22	History: How can we effectively engage young students in historical inquiry?	<ul style="list-style-type: none"> Rationale for Teaching History Developing a Sense of Time and Chronology Determining What History Should be Taught Teaching about Historical Evidence 	<ul style="list-style-type: none"> Discuss Chapter 3: <i>Discovering the World Through Primary Sources</i> 	<ul style="list-style-type: none"> Quiz on Chapter 3 "Museum" Experience Historical Inquiry Activity "Toasters, Telephones and Bed Warmers": Artifact analysis with young students Sharing Field Trip Assignments 	<ul style="list-style-type: none"> <i>The House on Maple Street</i> by Bonnie Pryor 	<ul style="list-style-type: none"> Read Chapter 5: <i>Thinking with Things</i> (pages 107-127) Due 3/29 	
3/29	History: How can we effectively engage older students in historical inquiry?	<ul style="list-style-type: none"> Historical Inquiry The Artifact Record Historical Focus: People on the Move Eras covered in grades 3 and 5 	<ul style="list-style-type: none"> Discuss Chapter 5: <i>Thinking with Things</i> 	<ul style="list-style-type: none"> Layers of Time Activity Artifact Identification Native American Artifacts Log Cabin archaeology Great History websites 	<ul style="list-style-type: none"> <i>Dandelions</i> by Eve Bunting 	<ul style="list-style-type: none"> Complete all assignments due on 4/5 	
4/5	Pulling it all Together	<ul style="list-style-type: none"> Enriching existing lessons and units Advocating for social studies 		<ul style="list-style-type: none"> Public Issue Presentations Final Quiz Celebration! 	<ul style="list-style-type: none"> Notable NCSS Book Collection 		
4/12	ONLINE Assessing Student Learning in Social Studies	<ul style="list-style-type: none"> Purposes of Assessment Principles of Assessment Methods of Assessment 		<ul style="list-style-type: none"> Analyzing the Principles of Assessment Assessment Examples Item Analysis Performance Assessment 		<ul style="list-style-type: none"> Complete Interactive Notes from the Assessment PowerPoint (due 4/16) 	