

EDC 458 - Social Studies Methods for Elementary and Middle Level Teachers
S14
All Sections

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Use SAKAI Messages for course communication.

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COURSE DESCRIPTION

This course addresses principles and practices of developing knowledge and skills in social studies with elementary school children. The Social Studies are something students do and use not just something they are expected to know. Therefore, the social studies component of the methods courses will help prepare prospective teachers to:

- Understand the complex nature of elementary social studies--how and why it was conceived and the purposes it serves, (ACEI 2.4; RIPTS 1 & 10)

- Effectively plan and teach social studies:

 - Considering issues of diversity, students' experiences and development to plan and modify lessons appropriate for the curriculum content needing to be addressed; (ACEI 1, 2, 3.1, 3.2; RIPTS 3 & 4)

 - Developing lessons that reflect an accurate understanding of the content in all its complexity, that requires inquiry and research, that provides opportunities for students to examine multiple perspectives (including their own), the use of technology as a tool for teaching and learning, the balanced use of cooperative learning and individual assignments, and the use of multiple representations to develop conceptual understanding and the active involvement of all students, (ACEI 1, 2, 3; RIPTS 2, 5, 7, 8)

 - Using appropriate and varied assessment techniques for formative and summative assessment purposes; to inform you of each student's progress and helping you understand how you may need to modify your instruction, (ACEI 4; RIPTS 9)

Reference to appropriate national standards in the content areas, the Common Core of Learning (Rhode Island), Rhode Island State Curriculum (GSE/GLE) and the Rhode Island Beginning Teacher Standards; (ACEI 2; RIPTS 1 & 10)

Connect social studies theory/research to teaching practices; (ACEI 2; RIPTS 10)

Acquire the skills to develop an integrated unit including;

Demonstration of your content knowledge in the unit content areas (math, science, social studies, language arts, art, music and physical education), (RIPTS 1, 2;)

In collaboration with colleagues, design a unit of study. (ACEI 2.1-2.7,3.1; RIPTS 1 & 2)

Demonstration of your understanding of child development and diversity in the construction of the unit lessons and assessments, (ACEI 1, 2, 3, 4; RIPTS 3, 4 & 9)

Consultation with your methods instructors, cooperating teacher and specialist in content areas and those who provide assistance to students who have Individual Education. (ACEI 5.3, RI

Plans in order to construct an appropriate unit of instruction, (ACEI 5.2; RIPTS 7)

Use of technology as a tool for teaching and learning, (ACEI 2; 3.5; RIPTS 2.4, 8.3, 10.3)

Use of inquiry to develop critical thinking and problem solving (ACEI 3.3; RIPTS 3 & 5)

COURSE TEXTS

You will be reading articles and text excerpts in this course. I did not order a course text. However, you will be required to read one book on social studies in your book group and you will want to get that text for your use. I will put the readings up in SAKAI-Resources. In addition, I want to encourage you to make suggestions on texts you think might be relevant to the course. Please make those recommendations to me as you come across them in your research.

Books

NCSS (2010). National curriculum standards for social studies. Washington, D.C.: NCSS.

Electronic Documents

Rhode Island Department of Education. (2007). [The Rhode Island professional](#)

[teaching standards](#). Providence, RI:
Rhode Island Department of Education. [Grade Level/Grade Span Expectations.
Common Core Standards
TaskStream](#)

Recommended websites

- National Geographic has an education section. www.nationalgeographic.com/education/
- The Smithsonian website has great social studies content. www.si.edu/
- National Content Standards www.educationworld.com/standards/national/index.shtml; [NCSS \(Social Studies\)](#)
- Comprehensive Content Standards: this includes but is not limited to the standards in the social studies. www.mcrel.org/compendium/browse.asp
- Teaching Tolerance www.tolerance.org/
- A People's History of the United States www.historyisaweapon.com/ziinapeopleshistory.htm
- Webquest webquest.org/index.php
- PBS for teachers www.pbs.org/teachers/
- Discovery Education discoveryeducation.com/

COURSE GOALS AND STANDARDS

What are ACEI, RIPTS and IDEA? These all refer to requirements that we must follow to maintain our status as an accredited program in Rhode Island (RIPTS) and nationally (ACEI). These guide our program assessments and revision. In addition, the University of Rhode Island assesses classes to assure that certain learning opportunities are provided to students in classes offered at the University and how successful those experiences are (IDEA). The Rhode Island Professional Teaching Standards (RIPTS) are professional practice standards for Rhode Island and used in the evaluation process of certified teachers in the state. The Association for Childhood Education International (ACEI) affiliates with the National Council for Accreditation of Teacher Education (NCATE) to evaluate and accredit teacher preparation programs. The ACEI standards are used in that process.

For your reading pleasure and continued knowledge development you may access both documents here:

ACEI <https://www.acei.org/images/stories/documents/ACEIElementaryStandardsSupportingExplanation.5.07.pdf>

RIPTS http://www.uri.edu/hss/education/applicants/app_material/RIPTS.pdf

For this class, review the following IDEA items to familiarize yourself with the focus of the course. (Note: codes as follows-E=Essential I=Important

D=Developing)

1. Gaining factual knowledge (terminology, classifications, methods, trends) E
2. Learning fundamental principles, generalizations, or theories. I
3. Learning to apply course material (to improve thinking, problem solving, and decisions) E
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course. E
5. Acquiring skills in working with others as a member of a team. D
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.) D
7. Gaining broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) not a focus
8. Developing skill in expressing oneself orally or in writing. I
9. Learning how to find and use resources for answering problems and solving problems. E
10. Developing a clearer understanding of, and commitment to, personal values. D
11. Learning how to analyze and critically evaluate ideas, arguments, and points of view. I
12. Acquiring an interest in learning more by asking questions and seeking answers. E

In addition to program standards there are also content standards for each content you will teach as an elementary teacher. You are being prepared to teach grades 1-6 (middle level through grade 8 for those seeking that endorsement). You will use these standards as references when you write lessons or justify instructional choices regarding content. Become familiar with them and use them. As we will learn about integration of disciplines (social studies + another content area), these will be useful to you.

Elementary Education Content Standards-Sources

Subject	Local (Rhode Island)	National (USA)
English Language Arts	Common Core	Common Core NCTE
Mathematics	Common Core	Common Core NCTM (e-examples)
Science	RI Science Grade Span Expectations (GSEs)	Common Core (5-12) NSTA
Social Studies	RI Social Studies GSEs	Common Core (5-12) NCSS (abbreviated) History Geography Economics

		<u>Civics</u>
The Arts	<u>RI Fine Arts GSEs</u>	<u>Artsedge</u>
Health	<u>RI Health GSEs</u>	<u>CDC</u>
Physical Education	<u>RI Physical Education GSEs</u>	<u>NASPE</u>

GRADING

In this class, you will be assessed on your knowledge, skills and disposition toward teaching and social studies.

EDC 458

Participation 20%. (in-class and on-line forums on readings)

Planning Task and Presentation 5% and Peer Evaluation 15%

Social Studies Lesson 30% - This is a TaskStream assignment.

Registration to take PRAXIS II and PLT 10%

EDC 459 [there is a separate SAKAI site for EDC 459]

Midterm w/ timesheet (deliver to drop box) by: Week of March 3rd

Final w/timesheet (deliver to drop box) by: Week of April 21st

Note: Late assignments will be assessed a late penalty. If you know your assignment will be late, please negotiate with me an extension. I particularly want you to do this if you just need more time to do your best work. Of course, good planning on your part avoids the need for an extension, but occasionally 'life' intervenes. Whether I grant an extension or not will be determined on a case-by-case basis.

POLICIES

Electronic Portfolio

Visit the School of Education website www.uri.edu/hss/education and sign in to the TaskStream-folio system within the first week of class to assure you have no access problems. Your lesson plan, reflection and student data will be uploaded there.

Attendance and Participation

Each candidate is required to participate in presentations or activities. Outside preparation is required for these activities. Some of these activities will involve group work. Bring your books, RIPTS, and RI Grade Level/Span Expectations to class each class session. We may have computers available in class and you may bring your own computer.

There are no excused absences. If you miss a class you will lose points. I can be persuaded on occasion to provide a make-up assignment but this is determined on a case-by-case basis and I am not obligated to grant a make-up assignment. Athletes need to let me know their schedules by the second class so that we may plan how you will get credit for the work you miss. For everyone, if you know for some reason you will miss a class, please let me know at the earliest possible time so that we may plan a make-up assignment if I determine one is appropriate.

It is expected that you will attend every class session and come prepared, having completed all readings and assignments for that class. We (myself and your classmates) expect active class participation by everyone. This will be formally assessed.

Missing class will result in points deducted from your total points as follows: one-half to one class session missed = 5 points deducted, one and one half to two classes missed = 10 points deducted, two and one half to three classes missed = 15 points deducted. More than three (3) absences may result in a candidate being required to retake this course, which then suspends progress in the program. This has happened. That said-no one should come to class when they are ill.

Illness Due to Influenza (Flu):

The flu may impact classes this semester. If any of us develop flu-like symptoms, we are being advised to stay home until the fever has subsided for 24 hours. So, if you exhibit such symptoms, please do not come to class. Notify me at 874-5976 or via our SAKAI site of your status. We will work together to ensure that course instruction and work is completed for the semester.

The Centers for Disease Control and Prevention have posted simple methods to avoid transmission of illness. These include: covering your mouth and nose with a tissue when coughing or sneezing; frequently washing your hands to protect from germs; avoiding touching your eyes, nose and mouth; and staying home when you are sick. For more information, please view www.cdc.gov/flu/protect/habits.htm .

Communication Skills

As prospective teachers, it is important that you exhibit proficient oral and written communication skills. If these skills are not acceptable, you need to make a plan to acquire basic proficiency in that area. Please visit the URI Writing Center or obtain tutoring if you need to areas of weakness.

I expect that when you speak and write you are doing so from the position of a professional. All course communication (in class and on line) should be viewed in that context.

If you want advice or assistance on assignments, make an appointment to see me during my office hours. Do not wait until the last minute.

Writing Guidelines

We will use the American Psychological Association's (APA) Publication Manual as a guideline for all written work in this course. I'm serious about this.

Remember the URI Writing Center is available to you for assistance.
<http://www.uri.edu/artsci/writing/center/index.shtml>

Special Considerations

If you have a documented disability that may require individual accommodations, please make an appointment to discuss this prior to the second class meeting. We will discuss how to meet your individual needs to assure your full participation and fair assessment procedures.

Cell Phones

I have learned to love the cell phone. If you have internet access and use it for class purposes, I have no problems with cell phones being out and used in the class. Short of that, please turn off your cell phones - no calls or texts are to be made/taken during class time. If you need to make/receive a call because of an emergency, let me know. Otherwise, please make calls before or after class.

Computers

Computers are welcome in class and will be especially valuable for you during group work. Please note that computers should only be used for the purposes of the class. Please, do not view this as permission to answer e-mails, surf the web, check Facebook, or engage in other valuable personal activities not related to the course.

Academic Honesty-It is expected!

We live in fortunate times; information of all kinds is available to us at our fingertips. That is a good thing. However, this easy access can cause problems if you are not vigilant. When you copy and paste text from a source to your notes as you are preparing an assignment, you can be setting yourself up for trouble. If not tracked assiduously, this practice (and others) can lead to plagiarism. That is, instead of paraphrasing and then citing your source according to APA, you end up using the original text word-for-word without attribution as if it sprang elegantly from your own mind. Often this is not intentional; it is a result of sloppy record keeping, something you can attend to. Even so, it is plagiarism, intentional or not. You will be held accountable.

Here are the rules:

URI Student Manual 1.4 Academic Honesty (Please read this policy).

Students are expected to be honest in all academic work. A student's name on any written work including assignments, lab reports, internship reports, papers, or examinations, shall be regarded as assurance that the work is the result of the student's own thought and study. Work should be stated in the student's own words and produced without assistance or properly attributed to its source. When students are authorized to work jointly, group effort must be indicated on the work submitted.

Most academic work builds on the contributions of others. Students have an obligation to know how to quote, paraphrase, summarize, or reference the work of others with integrity. A source need not be given for common knowledge within a discipline. Students should seek guidance from instructors about the

preferred citation style for each course. It is the student's responsibility to become familiar with that style and utilize it in their work for that course.

Students who plagiarize will receive a failing grade on that assignment, may fail the course, and/or be dismissed from the university.

ASSIGNMENTS

EDC 458-Social Studies

Participation-Each candidate is required to participate in presentations or activities. Outside preparation is required for these activities. Some of these activities will involve group work, some will involve on-line discussions about readings. Bring your books, RIPTS, and RI Grade Level/Span Expectations to class each class session. You may bring your own computer. We will communicate about the course through SAKAI.

Unit-You will write an integrated unit plan for social studies with your 'roll alike group'. This will be discussed further in class. Guidelines and formats will be provided.

Plan, Teach, and Reflect-You are required to engage in intentionally teaching social studies concepts in your current placement directly through planning and teaching one (1) social studies lesson in conjunction with another content areas (integration). This task requires a reflection. Results of your experiences will be shared in class and submitted to TaskStream. We will review this task in class. You can read it and the rubric on TaskStream. Note: This is a benchmark task. We use these tasks to determine whether you are making sufficient progress in the program and whether you may continue moving into the next semester.

EDC 459 Methods Field Practicum 1

Through SAKAI-Forum in EDC 459: *Well Remembered Events* (WRE) are reflections by you on a 'stand out' event (positive or negative) that occurred during a two-week period in your classroom (6 hours). Every two weeks (6 times minimum) you are required to share your WRE with your 'roll-alike' group. You are required to respond at least once to the required posting of each of your group members; you can also participate in the discussions of other groups. The roll-alike group membership is a grade level focused group. These groups allow you to focus and provide and get support in the WRE project and the Unit project. I will set up the forums in SAKAI. The format for the WREs is as follows:

Paragraph 1-describe the event. (Just the facts, folks.)

Paragraph 2-interpret the event. (Sense making-what is going on?)

Paragraph 3-connect the event to relevant professional literature.
(What does Education Research say about this?)

Keep these short and focused. For those who need more specific, I will put up a model on SAKAI to start it all off.

Midterm evaluation and time sheet. You are required to turn in your Cooperating Teacher's Midterm evaluation and your own self-evaluation as well as your time sheet at the designated due date (on syllabus and calendar). This needs to be one document, please. Consider this an opportunity to learn. Help is available to those who haven't quite got the hang of this yet. Many were able to do this last semester. You might ask a colleague.

Final evaluation and time sheet. Same rules as for the midterm. *Note: This is a benchmark task. We use these tasks to determine whether you are making sufficient progress in the program and whether you may continue moving into the next semester.*

Weekly Schedule (note: WIP is Work In Progress)

Week 1

Topics: Introducing Course Content, Processes, and Texts

Week 2

Topics:

- Using standards
- Review Culturally Competent Practices
- Three purposes of social studies
- Well Remembered Events-we will write one in class so come prepared
- PRAXIS practice and content review discussion
- Teaching Concepts and Generalizations

Bring for next class-Social Studies curriculum from your placement

Week 3

Topics:

- Social Studies content and using standards
- Planning an integrated thematic unit with social studies at the center
- Form groups for reading discussions; schedule presentations
- Deciding on a unit topic
- Social studies as 'real world' problems to solve-active citizenship
- Asking Questions in Social Studies
- Curriculum integration-Social Studies at the center

DUE/WIP: Begin to discuss unit topic with group
Bring next week-Draft Unit Topic (discuss on-line with your group)

Week 4

Topics:

- Review of Lesson Planning Basics (please review prior learning on this before class-I'll put some information up on SAKAI)
- Curriculum integration-Social Studies at the center (cont'd)
- Social studies unit planning
- Questioning skills (cont'd)
- Inquiry in Social Studies

DUE/WIP: Discuss SS lesson to be taught in practicum w/ CT; Draft Unit Topic
Bring next week-theory of teaching and learning

Week 5

Topics:

- Theories of teaching and learning-share
- Assessment

DUE: Midterm (x2) and timesheet in SAKAI-Dropbox

WIP-unit plan

Next Class-Bring a piece of children's literature you will use in unit or lesson
(your choice-group members should bring different books...obviously you will use more than one grade-level appropriate text in your unit.)

Week 6

Topics:

- Social Studies and literacy (writing, reading, communicating)
- Information texts (Common Core)
- Current events as Social Studies

Next Class-Bring information text appropriate for your assigned grade level.
Ideal-something you will use in your unit or lesson.

DUE/WIP: unit plan

Week 7 – Spring Break

Week 8

Topics:

- Informational Texts and Social Studies (Common Core)

- Current events as Social Studies

DUE/WIP: unit plan

Week 9

Topics:

- Unit Connections
- Linking history and current events
- Integration (cont'd)
- Grouping Strategies

DUE/WIP: Draft-Culminating Activity

DUE: Lesson Plan on SAKAI

Week 10

Topics:

- Unit Connections
- Project based learning
- Take action-social justice projects beyond the classroom (Citizenship Education)
- Current events groups continued

Week 11 – classes will not meet (Dr. Hicks is at AERA)

DUE: Unit Peer Evaluation

DUE: Completed units due in class

Week 12

Unit Presentations

Week 13

Review of Social Studies Content
(PRAXIS II)

Week 14

Review of Social Studies Content
(PRAXIS II)

Due: evidence that you have signed up to take the PRAXIS II and PLT.

