

**Urban Institute for Teacher Education
EDU 5380/6380-003
Elementary Social Studies Methods
Fall Semester, 2015**

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Class Held: University of Utah SAEC 1145
Wednesdays, 4:35-7:05PM

Office Hours: By appointment on Wednesday evenings

Course Description/Objectives:

The purpose of this course is to introduce teacher candidates to Social Studies knowledge, skills and dispositions. By combining theory and practice, students will gain an understanding of Social Studies and develop effective teaching strategies, including the understanding of designing and implementing integrated approaches to teaching and learning. Students will gain resources as to where they can seek Social Studies teaching materials to use in their classrooms and learn to organize, design, and successfully teach effective Social Studies lessons and curriculum units for K-6 learners. Through a variety of models, with an emphasis on the inquiry method, students will explore various techniques of teaching Social Studies. Students will discover strategies for problem solving using guided research, technology, questioning processes and trial and error methods by exploring social issues in the local community. While problem solving, students will learn about the local government and how it operates, ancient and more recent history, economics, how to implement a service learning project within a community and how to use the environment to teach Social Studies to young learners. Students will be exposed to the idea of "Teacher as Change Agent."

Essential Learning Outcomes: During the course, each student is expected to:

1. Create a written statement that rationalizes the important purposes of Social Studies education in elementary classrooms.
2. Successfully write and implement effective, age appropriate Social Studies lesson plans and curriculum units based off the principles of integrated curriculum, language development, Common Core curriculum, and C³ principles (College, Career, and Civic Life).
3. With the input of young learners, plan, design, and implement a service learning project.

NCSS, National Standards for Social Studies Teachers: The National Council for Social Studies (NCSS) defines social studies as the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. We will be discussing and correlating this course with the ten major themes NCSS has outlined below.

Theme One: Culture

Theme Two: Time, Continuity and Change

Theme Three: People, Places and Environments

Theme Four: Individual Development and Identity

Theme Five: Individuals, Groups and Institutions

Theme Six: Power, Authority and Governance

Theme Seven: Production, Distribution and Consumption

Theme Eight: Science, Technology and Society

Theme Nine: Global Connections

Theme Ten: Civic Ideals and Practices

Service Learning Course: This course is designated as a Service Learning (Community Engagement) course according to the University of Utah's Lowell Bennion Center. There is a designated Learning Liaison for this course. She will be able to help with any additional questions or concerns you might have with your CEL project.

Prerequisites: Admittance in the Elementary Certification Program. Teacher Candidates must receive a grade of "C" or above in this course to proceed with the Elementary Teacher Licensure Program.

Accommodations and ADA: If you have special needs, as addressed by the American with Disabilities Act (ADA) and need assistance, please notify the Center for Disability Services (<http://www.sa.utah.edu/ds/>). Please notify me if you have special needs that I can address in any way and I will make every effort to accommodate your special needs. Further, the University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Oplin Union Building, 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the CDS.

Academic Honesty: You will be held accountable to high standards for academic integrity and should read and understand the policy on academic integrity as printed in the University of Utah's Student Handbook. Utilizing the ideas, expressions or words of others without citing the source constitutes plagiarism. Therefore, you must include citations in **ALL** your work. **Please also note that you may not submit an assignment for this class that has been previously submitted for another course.** Please read the Student Code of Academic

Conduct available at: <http://www.admin.utah.edu/ppmanual/8/8-10.html> (Please refer to sections IV, V, and VI)

Attendance: It is important in this course that you participate by sharing your thoughts and reactions to readings, speakers, and general class discussions. The input of each student is valued and valuable. Your attendance for the full class period is expected and you are responsible for everything that is covered, distributed or announced during class. If an absence is unavoidable, you should arrange with a classmate to receive handouts and announcements. Your attendance strongly influences your grade for class participation.

Canvas: This course will have a Canvas component. I will be posting various handouts and class materials before and after each lesson. Students are responsible for checking Canvas on a regular basis to stay informed. All assignments and lessons plans will be submitted through this website portal.

Confidentiality: Your field experiences are an important part of your learning and you will be discussing them in your courses. I ask you to use discretion to respect the privacy and dignity of the children and families you work with. In casual conversations or social situations, do not relate stories from classrooms or schools that may be embarrassing to teachers or students or that include sensitive information about a child or family. When discussing teaching practice you have observed in the field, be mindful of maintaining a tone of professional courtesy.

Civility & Professionalism: This class needs to be a participatory community in order for students are to maximize their potential for learning. Thus, people who disrupt the community by their words or actions (rude, sarcastic, or disrespectful speech and/or disruptive behavior) will not be allowed in class. In order to achieve our educational goals and to encourage the expression, testing, understanding and creation of a variety of ideas and opinions, respect must be shown to everyone. It is also important that you demonstrate active listening. **Meaning, please silence all cell phones and only use electronics during appropriate times.**

Readings, Websites & Articles:

Most of our readings will be coming from *Social Studies and the Young Learners* as well as *Social Education*, both published by the National Council for the Social Studies. You should have submitted your application already to join this organization.

In addition, there are a series of websites and articles you will need to read available on Canvas. They will be assigned/discussed throughout the semester. This is part of the list, while other small readings might be added to enrich the course as we go along.

<http://schools.utah.gov/CURR/socialstudies/Core-Curriculum/Kindergarten---Sixth-Grade.aspx>
(Utah K-6 Core Curriculum)

<http://www.uen.org/core> (UEN Common Core Site)

<http://www.history.utah.org> (Utah History)

<http://www.mec.utah.edu/outreach/?pageId=1323> (University of Utah Middle East Center)

<http://utah.agclassroom.org/> (Utah Agriculture in the Classroom)

<http://www.storycorps.net/listen> (PBS Oral Histories)

http://info.character.org/Portals/139743/docs/ElevenPrinciples_new2010.pdf (11 Principles of Effective Character Education)

http://www.schools.utah.gov/CURR/lifeskills/Academic-Service-Learning/Grant-Management/8542_K-12_SL_Toolkit.aspx (Service Learning Reading)

Grading and Assignments:

Assignments are due at the beginning of class on the dates indicated on the schedule. Late assignments may receive little or no written feedback and will receive a lower grade unless we have made other arrangements prior to class. Late assignments will be docked 10% for each day late. You are strongly encouraged to work with a classmate to critique and proofread each other's assignments. Each of you is likely to submit better papers and projects as a result of that collaboration. Excessive typographical and grammatical errors weaken your work and will be reflected in your grade. In some cases, assignments could be returned because of errors and you will need to resubmit them. **All assignments should be submitted via Canvas as word attachments/PDFs.** You may also submit other media files if necessary.

COURSE ASSIGNMENTS:

Social Studies Unit (50 points)

Service Learning Project/Presentation (50 points)

Two Lesson Plans (20 points)

Two Lesson Reflections (20 points)

Elevator Statement (25 points)

Final Exam (30 points)

Professionalism/Quizzes (30 points)

1. Social Studies Unit. 50 points.

You will write a curriculum unit based off of core curriculum for the classroom that you are assigned to in the schools. The unit will consist of at least five lesson plans, assessment and culminating activity. The topic can be decided on between you and your Site Teacher Educator. You should plan on teaching this unit during spring semester student teaching. I have assigned small assignments along the progression of this course to help keep you organized. Please see the social studies unit rubric on Canvas.

2. Service Learning. 50 points.

Community Engaged Learning (CEL) is an educational method which engages young people in service to their communities as a means of enriching their academic learning, promoting personal growth, and helping them to develop the skills needed for productive citizenship. Service learning is a methods of teaching through which students apply newly acquired academic skills and knowledge to address real-life need in their own communities. The state of Utah has embedded objectives related to service learning and the development of citizenship skills in every grade level in the common core curriculum. You and/or your group will chose and work on a CEL (service learning project). At the end of the semester, you/r group will present your findings. Please realize that the process is more important than the product, so

think about how you will present the process! At the end of the semester, you will write a report so as the semester progressed be sure to collect data about your project. During spring semester, you will present your project at the College of Education's Research Fair. Date TBA. For this presentation, you'll need a tri-fold presentation board to neatly and professionally display your work. (See attached information.) **For Graduate Students, you are required to turn you CEL project into an Action Research project.** I have assigned small assignments along the progression of this course to hopefully keep you organized. Please see the service learning rubric on Canvas.

3. Lesson Plans. 20 points, (10 points per lesson)

Turn in **two** social studies lesson plans at least one week prior to teaching. These must be turned in for evaluation **before** teaching in the elementary classroom. You **are not** to teach without a graded lesson plan. One of your lessons must include a children's literature component. The other lesson plan needs to include a writing component. You must plan one lesson for your Site Teacher Educator's classroom and one lesson in an alternative classroom. I would recommend at least two grade levels from your student teaching assignment. Please see the lesson plan format and rubric on Canvas.

4. Lesson Reflections. 20 points, (10 points per lesson)

After successfully teaching your Social Studies lessons, complete a reflective self evaluation. Your self evaluations will obviously be turned in after you have taught the lessons. In each reflection, you should address three themes:

1. What went well during my lesson and why did it go well?
2. What could I have done differently during my lesson?
3. Was my objective met and how do I know?

5. Final Exam. 30 points

A final exam will be given which will encompass content discussed during the entire course. You will also share your final elevator statement. Further information will be provided later in the semester.

6. Elevator Statement. 25 points

Teachers will be expected to develop an elevator statement about the importance of teaching social studies in elementary schools. This is a statement which is developed to "pitch" or demonstrate your rationale and educational philosophy. You will submit both a written statement as well share your "finalized" statement on the last day of class.

7. Professionalism/Quizzes. 30 points

These points come from daily participation and interaction between the texts as well as in class interactions. Some of these points comes from my personal judgment as an experienced educator which includes such activities as class participation, attendance in class, being on time to class, being prepared with readings, handing in lessons plans on the due date, taking notes, attending to the lesson content, displaying positive attitudes towards teaching, taking time to find resources to teach successful lessons, sharing ideas with others, being open to constructive feedback, seeking advice when needed, completing assignments in a timely fashion, teaching effective lessons, etc. You are expected to uphold the same professional standards of a

licensed teacher in the State of Utah. You need to read the Professional Ethics section of your Teacher Candidate Handbook. The Teacher Candidate Handbook can be found at:
<http://uite.utah.edu/documents/www-ed-utah-edu/current-students/teacher-candidate-handbook.pdf>

Grades will be assigned using the following scale:

94 - 100% A	80 - 82.99% B-
90 - 93.99% A-	77 - 79.99% C+
87 - 89.99% B+	73 - 76.99% C
83 - 86.99% B	70 - 72.99% C-

Please note, any grade lower than a C places a teacher candidate on academic probation and may delay their advancement in the Elementary Licensure /Student Teaching Program.

Class Schedule*

Date	Topics	Readings Due	Assignments Due
Aug. 26	Course Overview Doing Social Studies ABCs of Social Studies Introduce NCSS Themes Where is that Core?		
Sept. 2	Lesson Planning & Subject Integration	Maxim, G. (2013). <i>Dynamic social studies for constructivist classrooms: Inspiring tomorrow's social scientists</i> . Columbus, Ohio: Pearson. pp. 81-124	Bring a print copy of your social studies core for your grade assignment.
Sept. 9	Service Learning Introduction "Paper Clips"		
Sept. 16	Unit Planning Primary Source Documents	Hess, K. <i>What exactly do "fewer, clearer, and higher standards" really look like in the classroom? Using a cognitive rigor matrix to analyze curriculum, plan lessons, and implement assessments</i> . Center for Assessment.	Lesson Plan #1
Sept. 23	Character Education	<i>11 Principles of Character Education</i> , Character Education Partnership	Unit Plan Proposal

Sep. 30	Content Writing	Leedy, Diana. <i>To understand the content, write about it!</i> Social Studies and the Young Learners, September/October 2010	Service Learning Proposal & Bring an electronic copy of the Common Core.
Oct. 7	Safe at Schools , Bonnie Owens, Planned Parenthood		Reflection #1
Oct. 14	Fall Break		
Oct. 21	Civic Dispositions & Patriotism	Damon, W. <i>Failing liberty 101</i> . Educational Leadership, April 2012	Lesson Plan #2
Oct. 28	Field Trip-TBD		Unit Plan Outline
Nov. 4	Field Week-Work on service learning projects and lessons in your classroom. <i>Observations are available by appointment.</i>		Service Learning Check-in
Nov. 11	Agriculture in the Classroom , Lynn Wallin, Utah State University	Visit and explore: https://utah.agclassroom.org/teachercenter/	Reflection #2
Nov. 18	Oral Histories	Maxim, G. (2013). <i>Dynamic social studies for constructivist classrooms: Inspiring tomorrow's social scientists</i> . Columbus, Ohio: Pearson. pp. 283-295	
Nov. 25	Work Session-Continue working on your unit plan and service learning project. Appointments are available if needed.		
Dec. 2	Geography Holidays & Critical Issues	Maxim, G. (2013). <i>Dynamic social studies for constructivist classrooms: Inspiring tomorrow's social scientists</i> . Columbus, Ohio: Pearson. pp. 384-400 Christie, E. <i>Beyond pilgrim hats and turkey hands: Using Thanksgiving to promote citizenship and activism</i> . Social Studies and the Young Learner, Sep/Oct 2010	Unit Plan Due
Dec. 9	Service Learning Presentations Final Thoughts		Service Learning Presentations/Paper & Elevator Statements
Dec. 15	Final Exam Due via Canvas		

*The schedule is always subject to change.