ELE 5640 - Teaching and Supervision of Social Studies in Elementary Schools

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College of Education and Professional Studies Unit Theme: Educator as creator of effective educational environments: Integrating diverse students, subjects, strategies, societies, and technologies.

Catalogue Description: ELE 5640: Teaching and Supervision of Social Studies in Elementary Schools (3 s.h.). (Short Title: Tch So St/El Sch)

Course Description: A study of objectives, content, materials, and strategies in organizing, supervising, and improving social studies programs.

Course Purpose: The course is designed to prepare those concerned and/or involved with the responsibility for more effective supervision and improvement of social studies curriculum and instruction, aligned with the goal of social studies education (NCSS): competent and compassionate citizenship in a diverse and interdependent world.

Course Rationale: This is an essential graduate level course for elementary education majors and other education majors who seek to improve instruction and provide more effective supervision in the area of social studies instruction.

Outcomes for all ELE classes:
- Foster students' desire for lifelong learning, and model one's own desire for lifelong learning, including self-evaluation.
- Demonstrate effective communication skills.
- Strive for positive development of students' intellectual, social, and moral skills and behaviors.
- Design instruction that will develop and utilize the cognitive and affective processes by which students learn.
- Demonstrate knowledge of facts and an understanding of fundamental principles, ideas, and relationships among various knowledge domains.
- Demonstrate knowledge of past and present developments, issues, research, and social influences in the field of education.
- Demonstrate knowledge and utilization of technological tools.

Outcomes specific to this course:
- Promote the concept and experience of thoughtful democratic citizenship.
- Utilize vital social issues and current events in curriculum design.
- Analyze current and historical social studies curricula, instruction, and political/legal issues in education by applying knowledge gained from research on social studies education.
- Engage in reflective evaluation of past and present programs and practices.
- Effectively integrate cultural heritage, thinking and decision making, and social sciences in curriculum development and application.
- Increase personal social studies knowledge and revitalize the role of social studies teacher as model learner.
- Apply local, state, and National Council for the Social Studies standards in social studies content and instructional delivery.
- Demonstrate ability to independently and collaboratively make and implement educational decisions appropriate to the diversity of societies, schools, students, subjects, and technologies.
- Incorporate up-to-date technology and telecommunications in lesson planning and instructional delivery.
- Promote higher-order thinking and decision making based upon involvement with critical issues.
- Design authentic, appropriate, and varied forms of evaluation for social studies.
- Manage the social studies instructional environment and curriculum to optimize academically engaged time.

- Enable students, colleagues, and communities to engage in critical citizenship education that results in constructive social action.

Learning Models: <u>Social Systems</u>

The model is constructed to take advantage of the collective energy people generate when working together by building learning communities. Learning is viewed as an interaction between the student and critical aspects of the school and home environment and focuses on the whole ecosystem, not just the learner. The model is designed to lead students to define problems, explore various perspectives of the problems, and study together to master information, ideas, and skills. The teacher organizes the group process and disciplines it, helps the students find and organize information, and ensures a vigorous level of activity and discourse. (<u>Models of Teaching</u> by B. Joyce, M. Weil, and B. Showers; 1992; Boston: Allyn and Bacon).

Methods of Instruction: Cooperative Learning, Demonstration, Class Discussion, Peer Teaching, Inquiry/Discovery, and Simulations

Text: National Council for the Social Studies. (1994). *Expectations of Excellence: Curriculum Standards for the Social Studies*. Washington D.C.: National Council for the Social Studies.

Supplemental Materials: Provided by instructor.

Course Requirements and Grading (no late work will be accepted):

Reading Reports = 10	Social Issues = 10	My Hero = 10
Between the Lines = 10	Time Capsule = 10	The Golden Rule = 10
Webquest Evaluation = 10	Best Resources = 10	Webquest = 10
Curriculum Guide = 100	C.G. Presentation = 50	
Attendance = 5 per session	Participation = 10	

A = 92% or higher	B = 91% to 83%	C = 82% to 75%
D = 74% to 67%	F = 66% or below	

Note:
- The syllabus is tentative and subject to change according to class needs and decisions.
- If you are absent, you obviously cannot participate.

*** If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of Disability Services as son as possible.

Course Outline

Week   1-2:

Introduction, syllabus, resources, course overview	Course purposes/relationship to individuals
Social studies organization and teaching practices	Essential Learnings in the Social Studies*
NCSS Social Studies Standards*	Social Studies Influences

Week 3-4:

*Essential Learnings***	Major Social Studies Goals
*NCSS Social Studies Standards***	Social Science Disciplines
Social Studies Influences (*Reading Reports*)**	Social Issues*
Resources	Webquests

Week 5-7:

*Social Issues***	Model Personalities (My Hero)*
Children's Literature*	Literature Genres
Media – Print and Non-Print	Primary and Secondary Sources
Creative Book Reports	*Webquests Evaluation***

Week 8-10:

American Memory Project	Children's Literature (*Between the Lines*)**
Teaching Tolerance	Multiculturalism and Diversity

Values/Moral/Character Education (The Golden Rule)*   Model Personalities (*My Hero*)**

Week 11-12:
Social Studies Activities   Global Education (Time Capsule)*
Local History*   American Memory Project
Values/Moral/Character Education (*The Golden Rule*)**

Week 13-14:
*Time Capsule***   Local History (*Reading Reports*)**
Human Rights and Peace Education   *Webquests***
*Best Resources***

Week 15-16:
*Curriculum Guide***   *Curriculum Guide Presentations***

Assignments

1. Curriculum Guide Project (group)
- Select one of the focus choice listed below.
- Develop one lesson that serves as the introduction to the curriculum theme.
- Develop one lesson for each of the NCSS social studies standards.
- Develop one lesson that serves as a culmination to the curriculum theme.
- Lessons need to include:
    o children's literature   technology   primary source accounts   films/videos
- Lessons should include a variety of activities and focus on higher-order thinking.
- Lessons need to be aligned with NCSS Standards and Illinois Learning Standards.
- Create a webquest for your focus choice.
- Provide a photo collage on a PowerPoint presentation that utilizes the visual arts (art, sculpture, design, bulletin boards, cartoons, political posters, photography, etc.), the performing arts (music, dance, theatre, etc.), aspects of religion and philosophy, and include excerpts from literature that fit your selected theme.
- Provide a list of references and resources (books, films, videos, museums, historical sites, magazines, websites, agencies, etc.).

<center>Curriculum Guide Focus Choices</center>

Around the World   Pushing the Envelope   Heroes for the Ages
It's Not My Problem   The Way We Were   One World

2. Curriculum Guide Presentation: Explain focus choice, give overview of lessons included, and provide a visual tour through the photo collage (30 minutes). Allow time for questions and answers.

3. Reading Reports: Read a selected social studies-related article provided by the instructor. Summarize and critique the article in terms of its content and applicability to social studies instruction (1-page, typed).

4. Social Issues: Create a "file folder" of current social issues you believe are important to teach. Arrange the items so that you can flip through them, show them to the class, and discuss them during your presentation (15 minutes). Allow time for questions and answers.

5. Between the Lines: Select and read various social studies books for children, including picture books. Select five that you find to be the best in terms of your curriculum guide focus choice and provide a rationale for your selections (2-page limit, typed). Share your selections during class presentation (15 minutes). Allow time for questions and answers.

6. Webquests Evaluation: Explore various webquests on the Internet. Make sure to find the critical elements for a good webquest. Select 5 webquests for your evaluation (2-page limit, typed).

7. My Hero: Use your creative juices to make your hero come alive during a class presentation (15 minutes). Allow time for questions and answers. Also submit a reflective piece about your hero (1-page limit, typed).

8. Time Capsule: Develop a teaching activity that utilizes artifacts and illustrates the concept of time in terms of your curriculum guide focus choice (1-page limit, typed). Class presentation is 15 minutes. Allow time for questions and answers.

9. Webquest: With your group, design a webquest that fits with your selected curriculum focus choice and present it to the class (15 minutes). Allow time for questions and answers.

10. The Golden Rule: Read about values, moral, and character education. Explore programs that are used by schools. Write a reflective paper (1-page limit, typed). Develop an activity you would use for values education in your classroom and present in to the class (15 minutes). Allow time for questions and answers.

11. Best Resources: Select 10 of the best resources you have found for social studies instruction. Provide examples and explain your choices during class presentation (15 minutes). Allow time for questions and answers.

References

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Social Studies Websites and Webquests and Information (from Judy Barford)

- What is Democracy -- U.S.Dept. of State
- National ArchivesLibrary of Congress American Memory Project
- PBS online   PBS for kids
- Calculate your ecological footprint!
- On-Line Tools for Classroom Use
- Lesson plans on the Web
- Eduscapes
- Social Studies Central!
- Alberta Teachers of the Social Studies
- The Presidential Election, 2004   -- from Marco Polo
- American Politics Then and Now   --from Marco Polo
- Economics for Kids: Money Matters --from Marco Polo
- Keeping the Peace
- Two Sides to Every Story -- from Marco Polo
- Building from the Ground Up -- from Marco Polo
- San Diego County Office of Education -- marvelous resources by teachers for teachers
- Cyberguides -- great Web activities for great books at all grade levels from SDCOE
- Facing the Future
- Illinois Humanities Council
- Global SchoolNet Foundation
- Kids Can Make a Difference
- The United Nations
- The Cyberschool Bus at the UN
- The UN Special Session on Children
- The Population Connection
- The White House
- National Geographic
- Library of Congress Exhibits
- National Museum of the American Indian
- First Nations on the Web
- Indian Circle Web Ring -- Federally recognized Am. Tribes
- Discovery Channel
- Kathy Schrock's Guide for Educators
- Social Studies for K-12 Teachers
- World Eagle (huge map and graph archive)
- Flat Stanley
- Cool Sites for Kids and Parents (Illinois Library Association)

- [Kids resources for ILLINOIS (Illinois Historical Preservation Agency)](#)
- [The Web Quest Page](#)
- [Thinkquest](#)
- [Global fact sheets](#)

WEBQUESTS and INFORMATION   http://webquest.sdsu.edu
Above is the mission control page of the Web Quest movement, founded by Dr. Bernie Dodge at San Diego State University.

WebQuest Background and Discussion   SOME THOUGHTS ABOUT WEBQUESTS (edweb.sdsu.edu/courses/edtec596/about_webquests.html). Bernie Dodge, one of the founders of the WebQuest model, describes its key elements.

THE WEBQUEST PAGE (webquest.sdsu.edu). this site is the best resource site for teachers interested in using the WebQuest model. By far the most comprehensive "one-stop shopping" site.

KATHY SCHROCK'S "WEBQUESTS IN OUR FUTURE" (school.discovery.com/schrockguide/webquest/webquest.html). An overview of the WebQuest model and resources housed at DiscoverySchool.com.

A WEBQUEST ABOUT WEBQUESTS (Elementary) (webquest.sdsu.edu/webquestwebquest-es.html). This unique activity uses the WebQuest model to analyze a number of WebQuest examples.

WebQuest Portals (Collections)   WEBQUEST PORTAL (webquest.org/search/webquestquery2.php). This database, maintained by Bernie Dodge at San Diego State University, is searchable by author, content, or keyword. It is home to more than 200 K-5 WebQuests in social studies (and more than 200 in K-5 language arts) that have been rated as either "top" or "average".

DR. ALICE CHRISTIE'S DATABASE OF WEBQUEST (www.west.asu.edu/achristie/wqmatrix.html). More than 175 WebQuests written by pre-service students in Dr. Christie's educational technology class.

SPARTANBURG SCHOOL DISTRICT (www.spa3.k12.sc.us/WebQuests.html). More than 100 WebQuests created by teachers in this district in South Carolina.

COLLECTION FROM PLAINFIELD SCHOOL (www.plainfield.k12.in.us/hschool/grade.htm). More than 50 WebQuests sorted by subject and grade level.

WEBQUESTS WRITTEN BY MEMPHIS CITY TEACHER (www.sea-kindzone.org/webquest/Webquests/WebQuests.htm). More than 40 WebQuests for early and upper elementary grades.

WebQuest Creation (How to Build Your Own)   Bernie Dodge talks about Obstacles to Building Your WebQuest, NECC 2005

WNET SCHOOL CONCEPT TO CLASSROOM WEBQUEST WORKSHOP (www.thirteen.org/wnetschool/concept2class/month8). This video is a self-paced overview of how to create a WebQuest. It includes interviews with teachers.

INTERNET EXPEDITIONS: CREATING WEBQUEST FOR LEARNING ENVIRONMENTS (eduscapes.com/sessions/travel). Annette Lamb explores four ways to build a WebQuest learning environment: using existing resources, adapt or modify a WebQuest, create a new QebQuest, or co-produce materials.

Explore the following Web sites compiled by Dr. Fowler at College of Charleston, S.C.

http://www.education-world.com/a_tech/tech011.shtml
http://school.discovery.com/schrockguide/webquest/webquest.html
http://sesd.sk.ca/teacherresource/webquest/webquest.htm
http://www.ozline.com/webquests/design.html
http://edweb.sdsu.edu/courses/EDTEC540/objectives/ObjectivesHome.html

http://www.memphis-schools.k12.tn.us/admin/tlapages/wqtetc99.htm
http://www.teachersfirst.com/summer/webquest/quest-a.shtml
http://projects.edtech.sandi.net/staffdev/tpss99/processchecker.html
http://www.manteno.k12.il.us/webquest/
http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm

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