C&I 403.01: Teaching Social Studies K-8

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Course Purpose
This course will focus on selected ideas, methods, and materials related to K-8 social studies curriculum with an emphasis on the role of social studies in an integrated curriculum. These efforts will help prepare students for a successful student teaching and early teaching experience. The intent of the course is to familiarize students with various social studies approaches and to encourage them to reflect upon these approaches individually and with classmates through classroom activities, assigned readings, and assignments. Throughout the course multicultural materials and perspectives will be highlighted. Upon completion participants will have a better understanding of elementary/middle school social studies and how it relates to other curriculum in the elementary and middle school.

Because students will participate in a field experience during the course of the semester, one focus of our classroom discussions will include information from some of these field experiences as they relate to social studies. Another focus will involve discussions about what social studies researchers and practitioners have determined to be best practices in this curriculum field. A third focus will be experiencing and participating in some of these practices during class time. In particular, students will be involved in a number of cooperative learning activities and become familiar with strategies to effectively use literature and primary sources with social studies content.

Readings
Required Texts:

Faculty Pack- with selected readings and handouts available at Denny’s Copy Stop located at 2330 S. Higgins Ave.

Course Objectives
Following the course, students should be able to:
1. Identify and explain the knowledge base for social studies;
2. Explain the goals and major approaches for social studies;
3. Describe the organization of contemporary social studies curriculum and the NCSS standards that guide them;
4. Design, write, and assess a variety of effective social studies lessons;
5. Develop and write an integrated unit;
6. Plan instruction that specifically develops within young people the means of inquiry used in the study of history and the social sciences;
7. Utilize a number of cooperative learning techniques appropriate for social studies curriculum;
Recognize and plan for the needs of individual learners with emphasis on promoting self-esteem and respect for the rights of students in the classroom;

Identify and utilize appropriate multicultural materials for use in a social studies classroom;

Become familiar with the Indian Education for All law and selected materials and strategies that promote the implementation of this law.

Have an understanding of a literature-based social studies program;

Appreciate the special role of the social studies curriculum in the development of the values of democratic citizenship within United States youth.

Have an understanding of the variety of authentic assessment strategies appropriate for social studies; and

Become familiar with social studies professional literature.

Instructional Methods and Assignment Information

Students will experience a number of instructional methods throughout the course. They will be involved in small group learning activities including: Tribes cooperative learning groups, jigsaw activities, and Blackboard discussion groups. Students also may experiment with simulations, role-playing, drama, primary source materials, and children's literature. The use of classroom discussions, lecture, and technology will be part of the course structure as appropriate.

The success of our work, particularly discussion and small group activities, depends on the quality of preparation for each class. With this in mind, I expect everyone to be prompt to class, participate appropriately in discussion and activities, and read assigned material in preparation for each class. Please feel welcome to discuss early drafts of assignments with me.

Written assignments will be typed or printed on a letter-quality printer and are due in class on the assigned day. Late work will be penalized one grade per day. I determine grades by my judgment of each assignment against the criteria indicated for that assignment. Note that each written assignment includes evaluation of the quality of writing. Excellent work is given a point value between 92-100%; good work, 84-91%; and fair work, 76-83%. Fair work (C) means that all of the requirements are completed in an adequate manner. Good work (B) means that extra thought and initiative have been given to create a product that is above average. Excellent work (A) means a high level of mastery is evident through careful research, reflection, and insightful remarks.

Academic Honesty

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://ww.umt.edu/SA/VPSA/index.cfm/page/1321.

Evaluation Criteria

Written and oral requirements of the course include:

1. Class Participation. Your prompt attendance and full participation are valued. I take roll for each class session and note appropriate participation. Excessive tardiness will be factored into your attendance grade. Class participation is worth 20 points.

2. Peer Lessons. To provide you an opportunity to become familiar with social studies lesson plans and to practice teaching with several people, you will be given one of the literature lessons
by Edwards and Queen in the fac pack to teach to another small group of peers. You are to
gather any needed materials to teach the lesson and have 25 minutes to teach as much of the
lesson as possible. Following the lesson, your peers will provide you feedback and complete a
brief assessment form. You also will complete a brief self-assessment. Criteria for evaluation
include: appropriate preparation for the lesson, effective delivery of content, and thoughtful
reflection provided in self-assessment and peer evaluation. **This assignment is worth 10 points.**
**You will teach the lesson Sept. 25. The reflections are due Sept. 27.** (MT standards
10.58.501 a, b, d, e, i) (Objectives 2, 4, 9, 13)

3. **Oral history project/standards paper.** Part of professional development is becoming
familiar with the standards that shape social studies education today. For this assignment you
conduct an oral history project following the guidelines in chapter 3 of Zarrillo’s text and analyze
the project according to the NCSS standards. For this project, you will complete the following:

**Preparation for Paper (Project steps)**
- Plan and conduct an interview with a family member, neighbor, or friend who is at least 20
years older than you are about a key time period in their life. Make connections to world or
regional events from a key era (e.g. Civil Rights movement, the Depression, Vietnam War,
the Gulf War, the eruption of Mount St. Helens, etc.). Your questions should be directed
toward their personal experiences of the key event under discussion. It is best to choose a
time period when you were not alive or in which you have few, if any, memories. **You will
attach a list of your questions to the end of your paper.**
- Research the time period and key event that is the focus of your interview. Find information
from at least 3 reputable sources to provide background information in your paper. One
source must be a book or an academic article.
- Upon completion of your interview, analyze it for key themes; note key similarities and
differences from the information presented in your outside sources.
- Determine the key NCSS standards evident in the information received from your interview
and your research. Note 3-4 specific concepts and provide examples to show how these
standards are addressed.

**Paper Components**

**Part 1: Oral history project**
- Construct your final paper in such a way that you introduce/describe the person you
interviewed, incorporate key themes from your interview into the body of the paper, and
compare and contrast your person’s remarks with the other information you gathered. Support
your ideas throughout your paper with specific reference to key quotes from your interview
and your selected sources. These sources must be evident in the body of your paper, not just
in the reference page.

**Part 2: Analysis/Reflections**
- Describe and explain the NCSS standards that are evident in this project. Remember to
include examples from your project to support the specific concepts selected (e.g., Culture a.
explore and describe similarities and differences in the way groups address human needs and
concerns). Describe any unexpected discoveries you made upon completing this project.
What did you learn about oral history projects from conducting this research? What were
challenges and positive aspects? What will you keep in mind to help you guide children with
this process?

**Other Aspects**
- Include a Reference page using a style manual, preferably APA 5th Edition;
• Limit your paper to approximately 6-8 pages.

Criteria for evaluation are evidence of:
• Clear introduction of interviewee (relationship to you, their age, role/connection to event that is researched);
• clarity and cohesiveness of key themes in your paper (key ideas from your interview/research);
• support for statements from conducted research;
• ability to clearly identify the NCSS standards evident in your project (with examples);
• ability to provide thoughtful personal reflections about the experience addressing the questions listed above;
• inclusion of the items listed above- remember to attach your questions at the end of the paper;
• appropriate composition including proper grammar, punctuation, and spelling.

This assignment is due September 20 and is worth 45 points.
(MT Standards 10.58.508 b, iv) (Objectives 2, 3, 9)

4. Blackboard Journal. Several times during the term you will complete brief online reflections. For these assignments you will post individual remarks (reflections) and respond to comments made by your classmates. I will post these assignments by Monday at 8:00 AM and you will need to complete them by Friday at 12:00 midnight on the week they are due to receive credit. You will need to check Blackboard at least twice a week to complete your work in an appropriate manner. The assignments will address the required readings and topics of that week.

Criteria for evaluation of Blackboard Activities will be based on:
• making clear connections to the readings in your response to the questions;
• adding to the conversation of your group (e.g. provide new insights, don’t repeat what someone else said);
• providing thoughtful comments in a timely fashion;
• making a quality reply to at least one classmate’s post during the week in which you add to the conversation by sharing an experience you had or citing additional reading references, or raising insightful questions.

Blackboard activities are worth 20 points of your total grade. You will earn up to 4 points for each week’s journal responses (3 points for your response, 1 point for your reply).
( Objectives 1, 2, 3, 10, 14)

5. Exam. You will complete one exam that will assess your understanding of course concepts in a comprehensive manner. The exam will address content from readings, class activities, and teaching experiences up to that point in the course. The exam format may include essay, short answer, multiple choice, and identification of terms. The date of the exam is November 6; it is worth up to 35 points. (Objectives 1, 2, 3, 9, 10, 11, 14).

Phase One of Lesson Plan Development
6. Literature Lesson Plan Draft/ Conference. As part of your preparation in writing lesson plans, you will submit a draft of a literature lesson plan and schedule a brief meeting time to review your plan with me. This plan is to follow the guidelines as listed below in assignment
#7. I will provide feedback about your plan and note suggestions for you to consider for your
final plan. You will not receive a letter grade for this draft, but your effort in this draft will
enable you greater success in your final draft of the plan. This plan is to be typed and well-
planned by the time of your conference. Lesson Plan Drafts are due at the time of your lesson
plan conference Week 6 (October 3-6). Sign up for an appointment and bring the book you
will use to this meeting. You must get approval to teach your lesson prior to teaching it.

Phase Two
7. Literature Lesson Plan (Partner Plan)

Part 1 of the Lesson: Written Plan (Create and write plan as a team)
Using literature (i.e. poetry, part of a nonfiction or fiction book, but not a textbook) as your
base, you and your partner will create a social studies lesson appropriate for your placement
classroom. You will teach this lesson in October. In the lesson, develop one or two social
studies concepts from the NCSS standards. The plan must use the lesson plan format as
presented in the social studies methods class. In your plan include the following: 1) the
components of the social studies lesson plan (see guidelines at the end of the syllabus) 2) any
materials you will give the student (one copy) thereby making this plan ready to use.

Criteria for evaluation of the written plan include the following:

Lesson Plan Rubric 20 points total
1. Grade Level and lesson title are indicated (0-1 points)
2. Appropriate Concepts /Skills noted; Connections to specific NCSS concepts (0-2 points)
3. Clear and appropriate procedure (intro., dev. of concepts, closure, expansion) (0-5 points)
4. Appropriate discussion questions (0-2 points)
5. Resources included (0-1 points)
6. Involvement of students with literature (0-2 points)
7. Appropriate literature selected (0-2 points)
8. Assessment of lesson is clear and appropriate (0-2 points)
9. Appropriate grammar, clarity in writing (0-2 points)
10. Multiple Intelligences are noted (0-1 points)

Part 2 of the Lesson: Self-Assessment of the Plan (Individual Assignment)
One key to professional development is self-assessment of one's teaching. For this assignment
you will draw upon remarks made from your cooperating teacher, block partner, and university
mentor, if appropriate. This lesson is to be evaluated by your cooperating teacher using the form
provided in his or her packet.

Using the insights gained from your classroom teacher, university mentor, partner, and your own
reflections, address the questions listed below:

1) What did you learn about your skills and abilities as a teacher? How did the teacher and peer
comments provide insights into your teaching? Provide some examples. (3 points)

2) What were the strengths of your lesson design? How did these aspects contribute to the
success of the lesson? What areas need improvement? How do you plan to minimize those areas
the next time you teach? (5 points)
3) What evidence of student understanding do you have that indicates your selected concepts were developed? Note the concept you were developing, what students did to process that concept (assessment), and how well they mastered the concept. Discuss examples of student work to support your ideas. You may also include informal measures such as discussion, group charts, etc. How might you change your assessment procedures next time to gain more information about student understanding? If you would make no changes with your assessment, explain why. **Include a few student samples of work.** (6 points)

4) What role did the literature play in helping students understand the lesson concepts? How might you change your approach to using literature to address social studies concepts more effectively? (3 points)

5) Clear writing, appropriate grammar, spelling, punctuation are expected (3 points)

Evaluation will be based upon clear writing, thorough response, and support for your ideas. Self-Reflection essay will count a maximum of 20 total points. **The total assignment is worth 40 points and is due October 23.**

(MT Standards 10.58.501 a, b, c, d, e, g, h, i; 10.58.508 a, biv, cii, ciii, d, ei) (Obj. 4, 6, 8, 11, 13)

8. Service Learning Project. This is a joint assignment with the literacy class. You will complete a service learning project following the guidelines in the literacy syllabus. For your reflection paper or presentation, you will note specific connections to the NCSS standards. What concepts from the Civic Ideals and Practices standard were developed in your service learning project? You will turn in this project to your literacy professor, but also earn social studies credit. **This project is worth 15 points and due Week 15 in the literacy course.**

(MT Standards 10.58.501 g, j; 10.58.508 eiii) (Objectives 6, 9, 12)

8. Integrated Unit (Partner Assignment) You will write and teach the integrated unit with your Block partner. Important social studies aspects include:

- **Primary source components.** Using primary sources of any kind (e.g. artifacts, diaries, documents) design a lesson plan that incorporates one or several of these items. This lesson may also integrate other content areas or literature and serve as your social studies lesson or as an integrated lesson. Your plan should follow the social studies lesson plan design. Please indicate the primary sources in your materials list. Include a photocopy of the item(s) or a clear description of the primary source in your plan. **Note which plan is your primary source lesson in the table of contents of your integrated unit.**

- **Multicultural connections.** Respect for diversity must be evident in lesson content as well as strategies used in teaching.

Refer to block unit guidelines for more lesson plan information. **The integrated unit is due December 4 and worth a maximum of 50 points.**

(MT Standards 10.58.501 b, c, d, g, h, i; 10.58.508 a, biv, cii, ciii, d, ei) (Obj. 5,8, 9, 13)
10. **Unit PowerPoint Presentation/Reflections.** You and your partner will also complete a PowerPoint presentation that summarizes key aspects of your unit. You will post your PowerPoint on Blackboard by December 4 and complete reflections/critiques of others’ presentations by Friday December 8 at 5:00 PM. Complete guidelines will be found with the integrated unit requirements (seminar).

**Graduate Students**- Please see me about the graduate increment to receive graduate credit. You will complete an additional project throughout the course of the semester. Typically students complete an action research project in the schools or create additional lessons/ learning centers etc. with assessment of the results. Another choice may be to participate in a graduate seminar throughout the term. This project is worth 35 points; your total points will be 270 points, but follow the same grading system as listed below (95-100% A; 92-94% A-, etc.) Please notify me by September 8th to discuss your interest in the graduate increment.

**Summary of course requirements:**
- Class participation: 20 points
- Teach Peer Lesson/reflection: 10”
- NCSS/ Oral History paper: 45”
- Literature lesson plan w/reflection: 40”
- Exam: 35”
- Blackboard Journal: 20”
- Service Learning Project (joint w/ literacy): 15”
- Thematic Unit w/p. source plan: 50”

**235 total points**

**Grading Scale for the course:**
- A (95-100%) (223-235 pts.)
- A- (92-94) (216-222 pts.)
- B+ (90-91) (211-215 pts.)
- B (87-89) (204-210 pts.)
- B- (84-86) (197-209 pts.)
- C+ (81-83%) (190-196 pts.)
- C (78-80%) (183-189 pts.)
- C- (76-77%) (179-182 pts.)
- D (68-75%) (160-178 pts.)
- F (below 68%) (159 and below)

**Course Outline: TENTATIVE Schedule of Topics and Readings**

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Weekly Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk1</td>
<td>8/28, 30</td>
<td>Introduction to Course. What is Social Studies? How can I foster meaningful learning of social studies content?</td>
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**Readings/Assignments**
- Zarrillo chp. 1
- Fac Pack #1, 4

<table>
<thead>
<tr>
<th>Wk2</th>
<th>9/4</th>
<th>Labor Day Holiday- No Classes</th>
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<tbody>
<tr>
<td>9/6</td>
<td></td>
<td>How does one use the NCSS Standards? How do these standards relate to MT and MCPS standards?</td>
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**Readings/Assignments**
- Fac Pack #2, 3
- **Blackboard Journal Due Sept. 8**
Wk 3  9/11, 13  How do we honor our students’ diversity in our teaching?  What are oral history projects and how do they relate to diversity and social studies?

Readings/Assignments  
Zarrillo, chp. 2, 3  
Fac pack #5, 6, 7  
Blackboard Journal Due Sept. 15

Wk 4  9/18, 20  How does one create lesson plans?  How do we incorporate multiple viewpoints in s.s. instruction?  What is the role of literature in social studies?  Multicultural simulation.

Readings/Assignments  
Zarrillo, chp. 4, 9 (p. 205-222)  
Fac pack #9, 13, 15, 16  
Oral history/NCSS Project Due Sept. 20

Wk 5  9/25, 27  How to put it all together?  Literature lessons in action.  What is the role of citizenship in social studies?

Readings/Assignments  
Zarrillo, chp. 11  
Fac Pack #8, 10, 11, 12  
Peer Teach Lesson Reflection Due Sept. 27

Wk 6  10/2  How can cooperative learning assist with citizenship instruction?  What is Tribes?

10/4  Lesson Conferences.  No formal class session.  You and your partner will meet with Dr. Wasta to review your s.s. literature lesson plan 10/3-6.  Bring your book and typed lesson to the meeting.

Readings/Assignments  
Zarrillo, chp. 5  
Fac pack #14  
Literature Plan Draft Due at lesson conference

Wk 7  10/9, 11  Teaching Math, Science, Social Studies Lessons in the Schools; Mentor will observe teams 1 time.

Wk 8  10/16, 18  How can we strive to implement Indian Education for All?  How does one use primary sources when teaching social studies?  How do we help students interpret history?  What role does technology play in social studies instruction?  Visit Mansfield Library Archives.  You will not be allowed to have food or drink in the Archives.

Readings/Assignments  
Zarrillo, chp. 7 and chp. 12 (pp. 280-297)  
Fac pack #17, 18, 19, 20, 21, 22, 33, 34  
Blackboard Journal Due October 20
Wk 9 10/23, 25 What does one integrate s.s. content in meaningful ways? Creating units-Flight Integrated Unit. How does one engage students in critical thinking?

Readings/Assignments
Zarrillo, chp. 6, 10
Fac pack #24, 25, 26, 27, 28

Literature Lesson Plan and Reflection Due October 23

Wk10 10/30, 11/1 What is the role of textbooks in social studies instruction? How can we construct appropriate assessment in social studies classes?

Readings/Assignments
Zarrillo chp. 8 and chp. 9 (pp. 192-205)
Fac Pack #23

Blackboard Journal Due November 3

Wk11 11/6 Exam
11/8 Integrated Unit Preparation

Wk12 11/13-17 Teaching Integrated Unit in Schools Mentor will observe 1-2 times.

Wk13 11/20-21 Teaching Integrated Unit in Schools Mentor will observe 1-2 times.

11/23 Thanksgiving Holiday

Wk14 11/27, 29 What are key aspects of geography instruction? How does one teach map skills?

Readings/Assignments
Zarrillo, chp. 12 pp. 297-314
Fac pack #29, #30

Wk15 12/4, 6 What is the role of economics in social studies instruction? What other areas are important in social studies instruction? Course wrap-up

Readings/Assignments
Zarrillo, chp. 13
Integrated Unit Due December 4. PowerPoint reflections due by 5:00 PM on Friday, December 8.
Service Learning Project Presentation in Literacy

Wk16 12/11-15 Final Meeting time for Social Studies, Science, and Math
Section 1: Tuesday, December 12, 8:00-10:00 AM in 113
Section 2: Wednesday, December 13, 1:10-3:10 PM in 215

Final Social Studies Blackboard Journal Due December 13.