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C&I 403.01 Teaching Social Studies K-8

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C & I 403 Teaching Social Studies: K-8
Spring 2003
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Office Hours:
Monday 10:00-12:00
Tuesday and Thursday 3:30-5:00
and by appointment

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:

Edwards, B. & Queen, J. A. (2002). *Using multicultural literature to teach K-4 social studies: A thematic approach*. Boston: Allyn and Bacon.

Sunal, C. S. & Haas, M. E. (2002). *Social studies for the elementary and Middle grades: A constructivist approach*. Boston: Allyn and Bacon.

Faculty Pack- with selected readings and handouts available in the UC Bookstore

Optional Texts and Readings

Gibbs, J. (1995). Tribes: A new way of learning together. Santa Rosa, CA: Center Source Publications. (not on shelf in UC Bookstore)

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, thematic 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;
8. 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;
9. Identify and utilize appropriate multicultural materials for use in a social studies classroom;
10. Have an understanding of a literature-based social studies program;
11. Appreciate the special role of the social studies curriculum in the development of the values of democratic citizenship within United States youth.
12. Have an understanding of the variety of authentic assessment strategies appropriate for social studies; and
13. 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 pair buzz 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 with me early drafts of assignments.

Written assignments will be typed or printed on a letter-quality printer and are **due in class** on the assigned day. Late assignments are accepted with one letter grade deducted for each late 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. In cases where work is judged to be less than fair in

quality (75% and below), students may request consideration for a re-write of that assignment. The request must be done within 2 days following the return of the assignment. The revisions must be completed within 5 days following the revision agreement. The grades for the revised paper and the original paper will then be averaged. The exam and thematic unit represent mastery learning, therefore no revisions will be allowed for those assignments.

Evaluation Criteria

Written and oral requirements of the course include:

1. Attendance- Your prompt attendance and full participation are valued. I take roll for each class session and you earn one point for each full class session attended. Excessive tardiness will be factored into your attendance grade. Attendance is approximately 10% of your course grade. It will count a maximum of 23 points.

2. NCSS Standards Paper. Part of professional development is becoming familiar with the standards that shape social studies education today. For this assignment you are asked to choose a contemporary fiction or historical fiction book from the Edwards and Queens text. Your task is to identify the NCSS standards evident in the book and to create an additional activity to use with the book to develop your suggested concept. If you choose a chapter book, focus on only a few chapters of the book. In your paper do the following:

- Provide a clear summary of the book or selected chapters;
- Describe the key NCSS standards evident in the book and provide examples from the book to support your remarks;
- Describe how the suggested activity does or does not develop the concepts listed. How does the activity represent “good” social studies?
- Describe what you would have children do to ensure that they develop an understanding of a selected concept (from the NCSS standards) related to this book. Include sample discussion questions and describe one activity to develop this key standard. Make clear connections to the book.
- Support your remarks with specific reference to your social studies texts, NCSS standards, and at least one outside credible social studies source. Consider recent (1995-2003) *Social Studies and the Young Learner*, *Social Education*, or *The Social Studies* journals that are found in Mansfield Library. These sources must be evident in the body of your paper, not just in the bibliography. Include a bibliography using a style manual, preferably APA 5th Edition;
- Limit your paper to approximately 4 pages.

Criteria for evaluation are evidence of:

- clarity and cohesiveness of the book summary;
- ability to clearly identify the NCSS standards evident in your book;
- insightful critique of the suggested activity;
- inclusion of appropriate activity to develop the selected concept;
- support for statements from social studies readings;
- appropriate composition including proper grammar, punctuation, and spelling.

This assignment is due February 18 and is worth a maximum of 40 points.

3. 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. It also may include a take-home portion with the rest of the exam completed in class. **The date of the exam is April 10. The exam is worth 50 points.**

Phase One of Lesson Plan Development

4. 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 #5. 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, but you may choose to e-mail the plan or submit it as a hard copy. **Lesson Plan Draft is Due March 7 at 5:00 PM. Conference times will be the week of March 10. Please sign up for an appointment and bring the book you will use to this meeting.**

Phase Two

5. 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 book, **(not a textbook)**, picture book, etc.) as your base, you and your partner will create a social studies lesson appropriate for your placement classroom. You will teach this lesson in March . 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 are evidence of:

- appropriate selection of literature for the lesson;
- clear evidence of NCSS strands addressed in the plan (please indicate NCSS concepts in the plan);
- appropriate involvement of students;
- thoroughness of design (logical procedure and clear organization);
- inclusion of appropriate lesson plan components;
- clear, concise writing, appropriate grammar.

Lesson Plan Rubric 20 points total

1. Grade Level and lesson title are indicated (0-1 points)
2. Appropriate Concepts /Skills, Connections to NCSS (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. If possible, include the teacher's written comments with this reflection.

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 yourself 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? 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? Discuss examples of student work to support your ideas. You may also include informal measures. How might you change your assessment procedures next time to gain more information about student understanding? **Include a few student samples of work.** (5 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? (4 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 April 1.**

Phase Three (Thematic Unit)

7. Thematic Unit (Partner Assignment) 25% of your social studies grade will be determined from the score of your completed thematic unit. You will write and teach the thematic unit with your Block partner. Important social studies aspects include:

- **Primary source lesson plan** (This plan may fulfill the social studies requirement, technology requirement, or integrated requirement dependent upon how you develop the lesson). Using **primary sources** of any kind (e.g. artifacts, diaries, documents) design a lesson plan with an historical focus (if possible) that will relate to your thematic topic. This lesson may also integrate other content areas or literature. 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.
- **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 thematic unit is due May 6 and worth a maximum of 50 points.**

8. Unit “Poster” Presentation As part of your participation in this course, you and your partner will give a 10 minute “poster” presentation on your thematic unit during either the social studies, science, or math final exam time. Specific criterion for the presentation will be provided in seminar. The presentation will count toward your participation grade the last week of classes and as part of your thematic unit grade.

Summary of course requirements:

Class participation	23 points
NCSS paper	45 "
Literature lesson plan w/reflection	40 "
Exam	45 "
Thematic Unit w/p. source plan	<u>50 "</u>
	203 total points

Grading Scale for the course:

A= (92-100%)	(187-203 pts.)
B= (84-91)	(171-186 pts.)
C= (76-83)	(154-170 pts.)
D= (68-75)	(138-153 pts.)

Course Outline: TENTATIVE Schedule of Topics and Readings

Date	Topics	Reading Assignment
1-28	Introduction to Course	

1-30	What is Social Studies? (NCSS standards, disciplines)	Sunal & Haas, chp. 1 Fac Pack #1
2-4	How does one use the NCSS Standards?	Fac Pack #5
2-6	What is the role of literature & multicultural education in social studies?	Edwards & Queen, chp. 1-6 Fac Pack #2
2-11	More multicultural lit. connections	Edwards & Queen chp. 7-11, examples from Part 3
2-13	How does one create lesson plans? What is the learning cycle in social studies?	Sunal & Haas, chp. 2-3 Edwards & Queen, more Part 3
2-18	How do we honor our students' diversity in our teaching? How do we incorporate multiple viewpoints?	Fac Pack #3, 9 NCSS Paper Due
2-20	How does cooperative learning strengthen social studies processes?	Fac Pack #4 Sunal & Haas, chp. 7& 9
2-25	How does one teach concepts?: Using various strategies	Sunal & Haas, chp. 4
2-27	How does one help students make generalizations? More on concept development.	Sunal & Haas, chp. 5
3-4	What is the role of textbooks in social studies instruction? How does one engage students in critical thinking?	Sunal & Haas, chp. 6
3-6	What is the role of assessment in social studies?	Sunal & Haas, chp. 13 Literature Plan Draft Due March 7 by 5:00
3-11	How do we help students interpret history?	Sunal & Haas, chp. 10, 15 Lesson Conference

		TBA with Dr. Wasta
3-13	Lesson Conferences	No Class
3/17-21	Teaching Math, Science, Social Studies Lessons in the Schools, Mentor Professor will observe 1-2 times	
3/24-28	Spring Break- No Classes	
4-1	How does one add voice to the teaching of history? Civil War Unit	Fac Pac, #7, 8, 10, 11, 12, 13 Final Literature Plan Due
4-3	How does one integrate s.s. content in meaningful ways?: Creating units and using appropriate assessment. Chocolate Unit	Sunal & Haas, chp. 14
4-8	Thematic Unit Web sharing	
4-10		Exam
4-15	How does one incorporate economics in social studies instruction?	Sunal & Haas, chp. 12
4/17-25	Teaching Thematic Unit in Schools Mentor Professor will observe 1-2 times	
4-29	What are key aspects of geography instruction?	Sunal & Haas, chp. 11
5-1	How does one teach map skills?	Fac Pack #6
5-6	What is the role of citizenship in social studies?	Sunal & Haas, chp. 8 Thematic Unit Due May 5
5-8	More on citizenship Social Studies Wrap-up	
5/12-16	Final Sharing Time- Presentations of Thematic Units Section 1 Wednesday 8:00-10:00 AM May 14 Section 2 Tuesday 1:10-3:10 PM May 13	