

**Course Syllabus
Norfolk State University
Department of Early Childhood/Elementary Education**

**Preparing Competent, Compassionate, Cooperative and Committed
Leaders**

**EED 470/500 -Methods of Teaching Social Studies in the Elementary
School**

Three Undergraduate/Graduate Credit Hours

Thursday 4:00-7:00 p.m.

Bozeman Education Building

Spring 2007 Semester

**Instructor: Dr. Denise M. Littleton, Professor
Department of Early Childhood/Elementary Education**

Office: Room 148 Bozeman Education Building

Office Hours: Monday and Wednesday 1-3 p.m.

Tuesday 10:30 a.m.-12:30 p.m.

Thursday 2-4 p.m.

Additional hours by appointment

Telephone: 757/823-9583

Email: dlittleton@nsu.edu

Course Description

The objective of this course is to provide you, the novice teacher, the knowledge for social studies teaching and learning in the elementary school. Though not exclusive, topics covered will include the what and why of social studies; assessing student learning; planning units, lessons, and activities; effective instructional strategies; and knowledge of social studies content. The course will include a focus on technology integration, the Virginia Standards of Learning, the Virginia teaching standards and the standards proposed by the Association of Childhood Education International, the National Council for the Accreditation of Teacher Education, and the National Council for Social Studies.

Course Rationale

This is a required course on the upper junior or senior level after being admitted to teacher education. The course covers required standards as specified by several professional organizations: the Association of Childhood Education International, the National Council for the Accreditation of Teacher Education, and the National Council for Social Studies.

Course Prerequisite

Admission to Teacher Education

Course Objectives and Learning Outcomes

Upon completion of the course, the student will be able to:

1. State the goals for social studies education. (ACEI 2; NCATE 1)
2. Identify the curriculum, scope, and trends for social studies education at the elementary level. (ACEI 2A; NCATE 1, VAEC)
3. To discuss a variety of research-based teaching strategies. (ACEI 5B; NCATE 1)
4. To create and implement appropriate integrated social studies units and lesson plans for the elementary aged student incorporating NCSS themes, content standards, effective instructional methodologies, technology, values education, and critical thinking skills. (ACEI 3A; NCATE 1,3; VTS 1)
5. To list several assessment strategies and develop one to be used by an elementary aged class. (ACEI 4; NCATE 1)
6. To develop a knowledge base for social studies content. (ACEI-2A; NCATE 1)

Primary Methods of Instruction

Lecture, discussion, groupwork, fieldwork, in-class demonstrations and modeling, and simulated micro teaching lessons will be used.

Required Text and Supplementary Readings

Duplass, James A. Teaching Elementary Social Studies: What Every Teacher Should Know. Boston: Houghton Mifflin Company, 2004.

Additional Resources

Banks, James A. and Banks, Cherry A. McGee. Multicultural Education: Issues and Perspectives, Fifth Edition. New Jersey: John Wiley and Sons, 2005.

Edwards, Barbara and Queen, J. Allen. Using Multicultural Literature to Teach K-4 Social Studies: A Thematic Approach. Boston: Allyn and Bacon, 2002.

Morin, JoyAnn Hauge. Social Studies Instruction Incorporating the Language Arts. Boston: Allyn and Bacon, 2003.

<http://education.college.hmco.com/student>

<http://www.ncss.org>

http://ericir.syr.edu/Eric/adv_search.html

<http://.socialstudies.org/standards/positions/young.html>

Course Requirements/Academic Integrity

1. Attend all scheduled class sessions and participate in class discussions. The class does adhere to the university policy regarding attendance.
2. Complete all assignments listed on the assignments page in the syllabus. **Late assignments will only be accepted with at least a three day notice and prior approval by the instructor.**
3. Plagiarism will not be tolerated. Please refer the the NSU Catalog and Student Handbook regarding the policy on student conduct, plagiarism, integrity, and the honor code.
4. Have access to a reliable computer for transmitting documents, emailing, developing PowerPoint. CD, and web presentations.
5. Have a NSU email address and follow NSU's email policy.
6. Please turn off all cellular telephones and other electronic devices during class.
7. Complete all assigned readings and **be prepared for a quiz at any time.**

Undergraduate Grading Scale

Grade Point	Letter Grade	% Range	Criteria
4.00	A	100-98	Superior performance on all course activities and examinations according to rubrics and tests scores. Superior demonstration of knowledge, skills and dispositions. Superior oral and written communication skills. Exemplary performance in participation, initiative and creativity.
3.70	A-	97-95	Outstanding performance on all course activities and examinations according to rubrics and tests scores. Outstanding demonstration of knowledge, skills and dispositions. Outstanding oral and written communication skills. Outstanding performance in participation, initiative and creativity.
3.30	B+	94-88	Good performance on all course activities and examinations according to rubrics and tests scores. Good demonstration of knowledge, skills and dispositions. Good oral and written communications skills. Good performance in participation, initiative and creativity.
3.00	B	87-85	Good performance on most course activities and examinations according to rubrics and tests scores. Good demonstration of knowledge, skills and dispositions. Good oral and written communication skills. Good performance in participation, initiative and creativity.
2.70	B-	84-80	Good performance on some of the course activities and examinations according to rubrics and tests scores. Good demonstration of knowledge, skills and dispositions. Good oral and written communication skills. Average performance in participation, initiative and creativity.
2.30	C+	79-78	Average performance on all course activities and examinations according to rubrics and test scores. Average demonstration of knowledge, skills and dispositions. Average oral and written communication skills. Some performance in participation, initiative and creativity.
2.00	C	77-75	Average performance on most course activities and examinations according to rubrics and tests scores. Average demonstration of knowledge, skills and dispositions. Average oral and written communication skills.
1.70	C-	74-70	Average performance on some course activities and examinations according to rubrics and tests scores. Average demonstration of knowledge, skills and dispositions. Average oral and written communication skills. <i>Requires repeating the course.</i>
1.30	D+	69-68	Below average performance on some course activities and examinations according to rubrics and tests scores. Average demonstration of knowledge, skills and dispositions. Average oral and written communication skills. <i>Requires repeating the course.</i>
1.00	D	67-65	Below average on most course activities and examinations according to rubrics and tests scores. Below average demonstration of knowledge, skills and dispositions. Below average oral and written communication skills. <i>Requires repeating the course.</i>
0.70	D-	64-60	Below average on all course activities and examinations according to rubrics and test scores. Below average demonstration of knowledge, skills and dispositions. Below average oral and written communication skills. <i>Requires repeating the course.</i>
0.00	F	59 and below	Failed performance on course activities and examinations according to rubrics and test scores. Failed performance of knowledge skills and dispositions. <i>Requires repeating the course.</i>

Graduate Grading Scale

Grade Point	Letter Grade	% Range	Criteria
4.00	A	100-98	Superior performance on all course activities and examinations according to rubrics and tests scores. Superior demonstration of knowledge, skills and dispositions. Superior oral and written communication skills. Exemplary performance in participation, initiative and creativity.
3.70	A-	97-95	Outstanding performance on all course activities and examinations according to rubrics and tests scores. Outstanding demonstration of knowledge, skills and dispositions. Outstanding oral and written communication skills. Outstanding performance in participation, initiative and creativity.
3.30	B+	94-88	Good performance on all course activities and examinations according to rubrics and tests scores. Good demonstration of knowledge, skills and dispositions. Good oral and written communications skills. Good performance in participation, initiative and creativity.
3.00	B	87-80	Good performance on most course activities and examinations according to rubrics and tests scores. Good demonstration of knowledge, skills and dispositions. Good oral and written communication skills. Good performance in participation, initiative and creativity.
2.70	B-	79 and Below	Failed performance on course activities and examinations according to rubrics and tests scores. Failed demonstration of knowledge, skills and dispositions. Below average oral and written communication skills. Below average performance in participation, initiative and creativity. <i>Requires repeating the course.</i>

Evaluation Methods and Assignment Weights

Undergraduate

In class activities	= 15%
Tests and Examinations	= 15%
Project and Demonstration	= 20%
Instructional Strategies	= 20%
Field Based Activities	= 15%
Bulletin Board/Diorama	= 15%

Graduate

In class activities	=20%
Tests and Examinations	=10%
Project and Demonstration	=25%
Research Project	=25%
Field Based Activities	=10%
Bulletin Board/Diorama	=10%

Total	100%	100%
-------	------	------

The instructor reserves the right to revise grading criteria as appropriate and will make reasonable attempts to notify students as time permits.

Related University-Wide Course Specific Requirements

Writing
Information Technology Literacy
Oral Communication
Critical Thinking
Field Based Activities/Community Service

Tentative* Course Outline

Topic	Textbook Assignment
Introduction to the Course	Unit 1
The What and Why of Social Studies	Unit 1, 3
Assessing Student Learning	Unit 8
Planning Units, Lessons, Activities/Quiz #1	Unit 5
Teaching Strategies and Tools	Unit 6,7
Midterm Examination or Project	
Spring Break	
Literacy and Social Studies	Unit 4
Citizen Education and Democratic Values	Unit 2
History, Geography, and Social Studies Quiz #2	Unit 3
Maps, Globes, Time Lines, and Graphics	Unit 4
Demonstrations	
Final Examination/Project/Assignment	

*Instructor reserves the right to modify course outline based upon circumstances and/or student needs.

Assignment Sheet

1. Undergraduates. During the course of the semester, there will be several in class activities identified by the instructor in which you will be required to participate and submit written material to be evaluated. These will be due on the designated class session. Graduate students will lead the activities. Additional information will be given in class.
2. Undergraduates. You are to review journals, textbooks, the Internet covering the up-to-date research on social studies instruction. Include this documentation to support your Activity Bank. You are to collect 2 instructional strategies for each grade level. Place on 8 ½ x 11 paper with a brief critique and your references listed on the bottom. Additional information will be given in class. Sixteen strategies are to be submitted for grades PK-6. Your strategies should correspond to the Virginia SOLs for Social Studies. Download the VA SOLs from the Virginia Department of Education's website for your reference and bring to class each session. Due February 8, 2007.

Graduates. You are to complete a research project identifying at least five instructional strategies that work in social studies. Document your work using the APA style. Be prepared to discuss your findings with examples in class via a PowerPoint presentation. Due February 22, 2007.

3. Undergraduates. You are to plan a one week integrated unit on a social studies theme of your choice incorporating five lessons. Throughout the unit the SOLS and the integration of skills such as reading, language arts, critical thinking and technology should be evident. This project is due April 12, 2007. A demonstration of one of the lessons will be on April 19, 2007. Additional information and a handout regarding the specific requirements for this assignment will be shared in class.

Graduates. You are to plan a three week integrated unit on a social studies theme and grade of your choice. In addition to the above requirements your lessons must reflect one of the lesson plan models: task analysis, content analysis, advance organizer, etc. Additional requirements will be discussed in class. This project is due April 12, 2007. A demonstration of one of the lessons will be due April 19, 2007.

4. Working in groups, you are to develop an interactive and instructional bulletin board and a diorama associated with your unit. This is due March 22, 2007.
5. You are to complete 20 hours of observation in a K-6 classroom observing social studies instruction. K-6 work samples are to be submitted. Final documentation is due April 27, 2007. You are not to locate your own placement. You will have to be placed through the Center for Professional Development.

University Assessment Statement

As part of NSU's commitment to provide the environment and resources needed for success, students may be required to participate in a number of university-wide assessment activities. The activities may include tests, surveys, focus groups and interviews, and portfolio reviews. The primary purpose of the assessment activities is to determine the extent to which the university's programs and services maintain a high level of quality and meet the needs of students. Students will not be identified in the analysis of results. Unless indicated otherwise by the instructor, results from University assessment activities will not be computed in student grades.

ADA Statement

If you have or suspect you have a disability, please contact Ms. Marian Shepherd, Disability Services Coordinator, in room 240 in Lyman Beecher Brooks Library, or by telephone 823-2014.

References

- Berson, M., Cruz, B., Duplass, J. , and Johnston, H. (2003). Social Studies Education. In Encyclopedia of Education, 2nd Ed. New York: Macmillan Reference USA.
- Bradley Commission on History in Schools. (1988). Building a History Curriculum: Guidelines for Teaching History in Schools. ERIC Document Reproduction Service No. 310 008. Washington, D.C.: Education Excellence Network.
- Curtis, Deb and Carter, Margie. (2006). Reflecting Children's Lives. Upper Saddle River, New Jersey: Pearson Education, Inc.
- DeRoche, E. F. (1999). Character Education: A One-Act Play. ACTION in Teacher Education. Virginia: Association of Teacher Educators.
- Elkind, D.H. and Sweet, F. (1997). The Socratic Approach to Character Education. Educational Leadership 54: 56-59.
- Fraenkel, J. (1980). Helping Students Think and Value: Strategies for Teaching Social Studies, 2nd Ed. Englewood Cliffs, New Jersey: Prentice-Hall.
- Gagne, R.M., Briggs, L.J. and Wager, W.W. (1992). Principles of Instructional Design, 4th Ed. Fort Worth, Texas: Harcourt Brace and Jovanovich.
- Gagnon, G.W. and Collay, M. (2001). Designing for Learning: Six Elements in Constructivist Classrooms. Thousand Oaks, California: Corwin Press.
- Kalsounis, T. (1987). Teaching Social Studies in the Elementary School: The Basics for Citizenship, 2nd Ed. Englewood Cliffs, New Jersey: Prentice-Hall.
- Kohlberg, L. (1981). Essays on Moral Development: Moral Stages and

- the Idea of Justice. San Francisco: Harper and Row.
- Ladsen-Billings, Gloria. *Dreamkeepers: Successful Teachers of African American Children*. San Francisco: Jossey-Bass.
- McGowan, T.M., Erickson, L. and Neufeld, J.A. (1996). *With Reason and Rhetoric: Building the Case for the Literature-Social Studies Connection*. *Social Education* 60 (4): 203-207.
- Morin, JoyAnn Hauge. (2003). *Social Studies Instruction Incorporating the Language Arts*. Boston: Allyn and Bacon.
- National Council for Geographic Education. (1987). *Geographic Education National Implementation Project: K-6 Geography: Themes, Key Ideas, and Learning Opportunities*. Macomb, IL: Western Illinois University.
- NCSS. (1994). *Expectations of Excellence: Curriculum Standards for Social Studies*. Washington, D.C.: NCSS.
- Parker, W.C. (2001). *Social Studies in Elementary Education*. Upper Saddle River, New Jersey: Prentice-Hall.
- Taba, H., Durkin, M. Fraenkel, J. and McNaughton, A. (1971). *A Teacher's Handbook to Elementary Social Studies*, 2nd Ed. Reading, Massachusetts: Addison-Wesley.
- Tomlinson, C. (1999). *The Differentiated Classroom: Responding to the Needs of All Learners*. ED 429 944. Alexandria, Virginia: Association for Supervision and Curriculum Development.
- Vaughn, S. Bos, C.S. and Schumm, J.S. (2000). *Teaching Exceptional, Diverse, and At-Risk Students in the General Education Classroom*, 2nd Ed. Boston: Allyn and Bacon.