EDEL 550: EFFECTIVE INSTRUCTION IN ELEMENTARY SCHOOL SOCIAL STUDIES
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COURSE DESCRIPTION
EDEL 550: Social Studies Methods addresses issues, problems and practices in the elementary-school social studies classroom. Teacher candidates consider different and competing models of curriculum, instructional strategies and assessment practices that will enable young learners to meet and exceed the Colorado Academic Standards for social studies. Emphasis is placed on integrating literacy with geography, economics, and civics education through historical perspectives to help children understand themselves and others in relation to the past and present as citizens living in a representative democracy and interdependent world. Teacher candidates learn social studies content and skills in ways that will enable them to discern the pedagogical content knowledge needed to provide elementary students with effective curriculum, instruction and assessment.

RELATIONSHIP OF THIS COURSE TO THE PROGRAM KNOWLEDGE BASE:
The School of Teacher Education exists to provide high quality professional preparation programs for educators in an environment that is inclusive, safe, and committed to equity. In partnership with K-12 schools, faculty collaborate with teachers and administrators to ensure that future graduates will be:

● Representative of the diversity of our nation;
● Confident in their knowledge of pedagogy;
● Able to converse confidently and professionally with parents, administrators, and colleagues;
● Scholars and contributing members of the community;
● Independent, critical thinkers who make thoughtful decisions;
● Resilient, pragmatic, tough, idealistic, caring, and joyful!

As part of the College of Education and Behavioral Sciences, faculty in the School of Teacher Education contribute to the betterment of society through research, professional service and the preparation of individuals who are skilled lifelong learners capable of working effectively with diverse populations in an evolving global community.

COURSE OBJECTIVES FOR SOCIAL STUDIES EDUCATION – As a result of participating in this course, teacher candidates will be able to:

1. Teach thinking skills from the disciplines of history, geography, economics, civics and mathematics to children in grades K-6 through appropriate and meaningful learning experiences. (PBSCT “Performance-Based Standards for Colorado Teachers” 4.1-4.4)
2. Analyze and successfully apply a variety of instructional strategies to meet the needs of individual learners. (PBSCT 6.1-6.7 {UNC 9.1-9.3})

3. Manage the learning environment in terms of organizing, developing, and delivering curriculum, instruction, and assessment. (PBSCT 5.1-5.9)

4. Assess student learning by: (a) developing and using valid and reliable methods of assessment appropriate to the disciplines, age levels, and characteristics of different groups of students (PBSCT 3.2-3.3); (b) accurately interpreting and communicating a variety of assessment results and their consequences to parents and other stakeholders in the educational process (PBSCT 5.8-5.9); (c) using multiple modes of assessment to yield more complete profiles of student progress compared to any single form of assessment (PBSCT 3.4); (d) integrating information gained from assessments into instructional plans while providing effective verbal and written feedback to all students, including English language learners, that will enable them to improve their performance in regard to the attainment of skills and knowledge defined by the Colorado Model Content Standards. (PBSCT 3.5-3.6)

5. Collaborate with teachers, parents, library media, special education, and other resource specialists to accomplish standards-based learning activities. (PBSCT 5.6)

6. Apply a variety of developmentally appropriate and integrated experiences to further students' construction and application of knowledge about history, geography, economics, and civics as specified in the Colorado Model Content Standards (K-6). (PBSCT 5.5, 4.1-4.4)

7. Teach cooperative problem-solving and democratic decision making skills that contribute to the common good within and across disciplines. (PBSCT 8.1-8.2)

8. Select and adapt materials, instruction, and assessment methods to help English language learners (ELLs) meet local school district, state, and national curriculum standards. (PBSCT 3.7-3.8, 6.2-6.3 {UNC 9.1-9.3})

9. Make use of systematic feedback and coaching to increase the teacher candidate’s proficiency relative to all Performance-Based Standards for Colorado Teachers. (PBSCT 8.3, 8.5)

10. Select technology and apply research-based instructional strategies that maximize all students’ academic achievement and emotional development. (PBSCT 5.3-5.4, 7.1-7.5, {UNC 9.1-9.3})

11. Develop instructional strategies and classroom management that cultivate democratic dispositions and promote responsible civic behavior, such as respect for the rights of others, and working cooperatively with peers to promote a common good in the classroom and community. (PBSCT 8.1-8.2)

POWERFUL SOCIAL STUDIES CURRICULUM AND INSTRUCTION

**Meaningful**: The content selected for emphasis is worth learning because it promotes progress toward important social understandings and civic efficacy goals, and it is taught in ways that help students see how it is related to these goals. As a result, students’ learning efforts are motivated by appreciation and interest and not just by accountability and grading systems. Instruction
emphasizes depth of development of important ideas within appropriate breadth of content coverage.

Integrative: The curriculum cuts across disciplinary boundaries, spans time and space, and integrates knowledge, beliefs, values, and dispositions to action. It also provides opportunities for students to connect to the arts and sciences through inquiry and reflection.

Value-based: Powerful teaching considers the ethical dimensions of topics, so that it provides an arena for reflective development of concern for the common good and application of social values. The teacher includes diverse points of view, demonstrates respect for well-supported positions, and shows sensitivity and commitment to social responsibility and action.

Challenging: Students are encouraged to function as a learning community, using reflective discussion and collaboration to deepen understandings of the meanings and implications of content. They are also expected to deliberate over controversial issues, participate assertively but respectfully during discussions, and work productively with peers.

Active: Powerful social studies is rewarding but demanding. It demands thoughtful preparation and instruction by the teacher and sustained effort by the students to make sense of and apply what they are learning. Teachers do not mechanically follow rigid guidelines in planning, implementing, and assessing instruction. Instead, they work with the national standards and with state and local guidelines, adapting and supplementing these guidelines with their own ideas and instructional materials in ways that support students’ social education needs.


COURSE ASSIGNMENTS- a detailed description of each assignment will be provided during our first class session

Children’s Book Review- You will need to bring in one children’s book that relates to a topic you might teach in an elementary Social Studies classroom. This may or may not be used as part of your thematic unit (10 points).

Field Trip Project- You will need to research a possible field trip location in the state of Colorado. You will present your location to your classmates in a 5-10 minute presentation. Total 40 pts (30pts for content, 10 pts for presentation)

Integrated Thematic Unit with Visual Aid- Working in pairs, you will develop a unit based on an overarching theme, essential question or big idea (e.x. the Titanic, our neighborhood). Pairs and grade level will be decided during our first class. Total 80 pts (60 pts for lessons & poster, 20- pts for teaching)

Final Exam- The Final exam will be completed in 2 parts:
- During our final class-Part 1: You will be given an in-class exam that will include questions discussed in class and situations that you may encounter in a social studies classroom. You will be able to use your notes, the class Power Points, the textbook or any other resource to answer the questions. (25 pts)
After our final class Part 2: Reflective paper that must address certain topics. More details will be given throughout the course of the class. Please make sure that you take detailed notes and ask questions about issues that need clarification (25 pts)

**Class Participation** - Much of this class will include class discussion and group work. Participation in these activities will influence your final grade (50 pts)

**Grades for EDEL 550** are figured on a percentage basis:
- 92-100 percent is a grade of "A"
- 82-91: "B"
- 72-81: “C”
- 62-71: “D”
- below 62 percent: "F"

**PROFESSIONALISM:**
Please arrive to class on time, turn cell phone off during class – unless a real emergency is pending – participate in class and small-group discussions, complete and turn in all course assignments when due. TWO points PER DAY will be deducted from each assignment that is turned in late. Why? Because when you become an elementary school teacher you will not be able to tell your students or school principal that you are not prepared to teach that day. Excused absences are an exception to this rule (please see me to explain).

**ACCOMMODATIONS STATEMENT:**
Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion.

**ACADEMIC HONESTY**
**Honor Code:** All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community’s academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

**UNC Policies** – UNC’s policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student’s website, Student Handbook link http://www.unco.edu/dos/Conduct.html The Generalist faculty have also implemented the following policies with respect to originality of products: Policy on Originality of Products: You are encouraged to build upon your own previous work from other classes and programs, and to integrate material and ideas that you have learned in other classes into this class, with appropriate referencing. But projects from other classes are not to be duplicated and turned in to fulfill this course’s requirements, nor can you take work that you completed in another class and simply reconfigure it, or enhance it, for this class. You also cannot take a project done in this class by another student who took this class at an earlier date, or is in this class now, and submit it as your project with or without minor changes. In other words, you are expected to do original work for each project and assignment that you complete in this class.
Failure to do so means that, at the very least, you will receive an automatic “F” on that assignment, and the instructor can take additional action if he/she feels that it is necessary.

**INCLUSIVITY STATEMENT UNC**
Teacher Preparation Programs support an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own.

**REQUIRED TEXTBOOK and MATERIALS:**

**Required Texts:**

3. Colorado Social Studies Standards (K-5) [http://www.cde.state.co.us/standardsandinstruction/GradeLevelBooks.asp](http://www.cde.state.co.us/standardsandinstruction/GradeLevelBooks.asp) please download to your computer as you need access during class.

**Summary of Due Dates:**
- 10/7 - Geography Lesson Plan Due
- 10/12 - History Lesson Plan Due
- 10/15 - Children’s Book Presentation (IN CLASS)
- 10/19 - Civics Lesson Plan Due
- 10/22 - Field Trip Presentation (IN CLASS)
- 10/26 - Economics Lesson Plan Due
- 10/27 - Unit Presentation (IN CLASS)
- 10/29 - Final Part I
- 10/31 - Reflective Paper Due

**EDEL 550: SCHEDULE: Fall, 2015**
This schedule is subject to change.

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPICS</th>
<th>Read BEFORE class</th>
<th>ASSIGNMENT DUE</th>
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<tbody>
<tr>
<td>Tuesday, September 29th, 5pm-9pm</td>
<td>Syllabus Overview UNC Lesson Plan Detail Assignments Study of Standards Grade level themes</td>
<td>- Chapter 1 &amp; 2 from Savage and Armstrong - Review State Standards for all grade levels and all 4 content areas</td>
<td>Familiarity with State Social Studies Standards Understanding of lesson plan components and themes-by the end of the session</td>
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<td>Thursday, October 1st</td>
<td>Geography DOK Levels</td>
<td><strong>Bing Mapmaking with</strong></td>
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<tr>
<td>Date/Time</td>
<td>Activity</td>
<td>Assignment/Readings</td>
<td>Instructions/Notes</td>
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<tr>
<td>5pm-9pm</td>
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<td>Children book to class</td>
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<tr>
<td>Tuesday, October 6th, 5pm-9pm</td>
<td>History Reading Like a Historian/DBQ Primary Documents</td>
<td>Chapter 2, 7 &amp; 10 in Savage and Armstrong</td>
<td>Before class - begin to research possible field trip locations in Colorado DUE BY MIDNIGHT on 10/7-Geography lesson plan</td>
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<td>Thursday, October 8th, 5pm-9pm</td>
<td>Next Generation learning Children’s book assignment-explanation Work time</td>
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<td>DUE BY MIDNIGHT ON 10/12-History Lesson Plan</td>
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<td>Tuesday, October 13th, 5pm-9pm</td>
<td>Civics &amp; Citizenship Work time- thematic unit or field trip presentation 21st Century Learning skills</td>
<td>Chapter 3, 8 &amp; 9 in Savage and Armstrong</td>
<td>Come to class prepared to work on your thematic unit or field trip presentation Children’s book presentation</td>
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<td>Thursday, October 15th, 5pm-9pm</td>
<td>Disciplinary Literacy Children’s Book Presentations ELL/GTT/Special Education in SS</td>
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<td>DUE BY MIDNIGHT ON 10/19-Civics Lesson Plan</td>
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<td>Tuesday, October 20th, 5pm-9pm</td>
<td>Economics acquisition vs. discovery Assessment High Engagement strategies</td>
<td>Chapters 3, 11 &amp; 12 in Savage and Armstrong</td>
<td>We will be discussing chapters 5 &amp; 6 in class but you will not have to read before class</td>
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<td>Thursday, October 22nd, 5pm-9pm</td>
<td>Field trip Presentations</td>
<td>Field Trip Presentation</td>
<td>DUE BY MIDNIGHT ON 10/26- Economics lesson plan</td>
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<tr>
<td>Tuesday, October 27th, 5pm-9pm</td>
<td>Importance of Validation Presentation of Units Reflective paper final instructions</td>
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<td>Unit Presentation Visual Aid</td>
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Plan Ahead! Due to the compacted schedule for this class, you will be expected to have some reading completed prior to the beginning of the first session and subsequent sessions. Readings have been divided according to topics of the day, but you may not be able to complete all of the reading between classes. I will send out Power Points for each day of class, please review those and print them if you would like a hard copy in class.