EDEL 550: ELEMENTARY SCHOOL SOCIAL STUDIES METHODS (3)

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COURSE DESCRIPTION
EDEL 550: Elementary School Social Studies Methods (3) addresses trends, issues, and practices in teaching social studies to young learners. Post-Baccalaureate teacher candidates consider alternative models of curriculum, instructional strategies and assessment practices that enable learners in grades K-6 to meet Colorado Academic Standards in history, geography, economics, and civics. Emphasis is placed on teaching social studies by way of learning meaningful content and developing skills and dispositions that help children understand themselves and others as citizens of an interdependent world.

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 our future graduates will be:

- Representative of the diversity of our nation;
- Confident in their knowledge of content and 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.

INCLUSIVITY STATEMENT
The College of Education and Behavioral Sciences (CEBS) supports 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.
COURSE OBJECTIVES FOR SOCIAL STUDIES METHODS EDUCATION – As a result of participation in this course, Post Baccalaureate Teacher Candidates will be able to:

1. teach subject matter knowledge and thinking skills from the academic disciplines of history, geography, economics, and civics to children in grades K-6 through instruction that is meaningful, integrative, values-based, challenging, and active. (Colorado Teacher Quality Standards “CTQS” I & III)

2. make use of a variety of instructional strategies to meet the needs of individual learners relative to meeting Colorado Academic Standards (2009) in history, geography, economics, and civics. (CTQS II)

3. create learning environments that foster appropriate student behavior, efficient use of time and timely intervention strategies. (CTQS II, III, & V)

4. assess student learning by: (a) developing and administering valid and reliable methods of assessment appropriate to the disciplines, age levels, and characteristics of different groups of students; (b) accurately interpreting and communicating a variety of assessment results and their consequences to parents and other stakeholders in the educational process; (c) using multiple modes of assessment whenever possible to yield more complete profiles of student progress and development over time; (d) using assessment to provide students and parents with constructive verbal and written feedback. (CTQS III & VI)

5. collaborate with teachers, parents, library media, special education, and other resource specialists to develop and deliver standards-based learning activities. (CTQS III)

6. teach cooperative problem-solving and democratic decision making skills that contribute to the common good within and across disciplines. (CTQS V & VI)

7. select technology and apply research-based instructional strategies that maximize all students’ academic achievement and emotional development. (CTQS III)

8. reflect on teaching by linking knowledge of subject matter, instruction, assessment, and learners and learning in relation to theory and practice in social studies before teaching, during teaching, and after teaching. (CTQS IV)

9. 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. (CTQS II)

10. understand the process of cognitive development in children in relation to learning history, geography, economics, and civics for purposes of building on what students already know and increasing student achievement. (CTQS V & VI)
Course Assignments and Assessments

Lesson Plan – Develop a standards-based lesson plan for teaching children in the primary grades (K-3) about cultural universals using the Colorado Academic Standards (2009) for social studies. **50 points**

Biography Project – The biography project will prepare you to teach history, economics, civics, and geography using biographies of people who lived in the past to develop a sense of historical time and to describe how and explain why people’s social relations and material conditions have changed over time. **100 points**

Colorado Social Studies Tour – Plan a “field trip” around Colorado with a class of fourth graders! Create a TODALSIGS map, a Map Key and Map Index, record your travels using a Travel Log, Five Themes of Geography, and write an expert essay explaining how you would teach what you learned to fourth graders. **100 points**

Group Presentation – Actively participate in a group presentation. You and your group present to the class a mapmaking activity from our *Mapmaking with Children* book. **30 points**

Final Exam – There will be a Final Exam to assess your knowledge of the content and thinking skills learned in this class through lectures, discussion, group presentations, and completion of all assignments and projects. Take good notes in class! **50 points**

Professionalism – Means participating in class, handing assignments in when due, turning your cell phone off during class – unless an emergency – communicating with your professor about absences and assignments, and other issues impacting your professionalism as an educator.

Letter grades for EDEL 550: Elementary School Social Studies Methods (3) are figured on a percentage basis: 92-100 percent = "A", 82-91 percent = "B", 72-81 percent = “C”, 62-71 percent = “D”, and below 62 percent = an "F".

REQUIRED TEXTBOOKS should be available at the UNC bookstore (located at the UNC University Center) or ordered through an on-line book dealer.

1. Buy and read ONE of the following three books:

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.

Policy on Incompletes: An “I” is assigned due to unanticipated circumstances during the last week of the term that make the student unable to complete course requirements within the allotted time (e.g., he/she missed the final examination due to sickness or an emergency in the family). The instructor must submit to the school director a written notice of the specific coursework to be completed before the final grade is determined; a copy is kept in the school and one is provided to the student. To amend the grade of “I” with an earned grade on the student’s transcript, the student must complete all incomplete course work by the last day of the next semester. If the course requirements are not completed within the time limitation and the grade received in the Registrar’s Office, the grade will be recorded on the academic record as a failing or unsatisfactory grade.

Policy on Plagiarism: Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one’s own mind. Plagiarism includes not only the exact duplication of another’s work but also the lifting of a substantial or essential portion thereof (UNC definition). Regarding written work in particular, direct quotations, statements which are a result of paraphrasing or summarizing the work of another, and other information which is not considered common knowledge must be cited or acknowledged, usually in the form of a footnote. Quotation marks or proper form of indentation shall be used to indicate all direct quotes. Regarding class projects, you are not to use as your entire presentation the completed works of faculty members, fully incorporated websites, or any other body of work in which you are not the author. Of course, with proper referencing, you can import portions of such works and websites to enhance and illustrate your presentation, and you can provide references to these other works for students who have an interest in pursuing a topic further.

Policy on Originality of Products: You are encouraged to build on 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. Projects from other classes are not to be duplicated and turned in to fulfill EDEL 550 requirements, nor can you take work that you completed in another class and simply re-configure or enhance it for this class. In other words, you are expected to do original work for each project and assignment completed for this class.

Liability Statement pertaining to field experiences:

UNC purchases insurance that provides liability coverage to teacher candidates (subject coverage limitations and deductibles of the applicable insurance policy) for claims made against the teacher candidate while s/he is acting in the course and scope of her/his responsibilities in field experience. Such coverage is subject to limitations and exclusions for, among other things, alleged intentional acts and other uncovered claims.

In addition, the teacher candidate, during her/his practice teaching in a school is deemed an
employee of the school district for the purposes of workers’ compensation and liability insurance as provided for other school employees.

**Personal Liability**
It is each teacher candidate’s choice to determine if s/he wishes to purchase additional liability coverage. Several professional organizations, including but not limited to the Colorado Education Association, the Council for Exceptional Children, and the National Education Association, offer personal – professional liability insurance that can be purchased by the teacher candidate at her/his expense.