EDEL 550: ELEMENTARY SCHOOL SOCIAL STUDIES METHODS

FALL, 2015 CREDITS - 3
MRS. BRENDA RAMTHUN

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Schedule: Saturdays 8:00 am-5:00 pm 10/8 - 11/8

A. 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.

B. RELATIONSHIP OF THE 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 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.
C. COURSE GOALS AND OBJECTIVES
Upon completing this course, students will:

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)

D. COURSE CONTENT
Instruction will take on a variety of forms. Lectures, simulations, whole and small group class discussions, cooperative learning activities, and demonstrations are among the teaching strategies used to engage students.
E. COURSE REQUIREMENTS
When thinking about course requirements, please be aware that there are five responsibilities that The University of Northern Colorado has established for students. Students have the responsibility to:

1. Inquire about course requirements if they do not understand them or are in doubt about them.
2. Maintain the standards of academic performance established for individual courses and for programs of study.
3. Initiate an investigation if they believe their academic rights have been violated.
4. Learn the content of any course of study.
5. Act in accordance with commonly accepted standards of academic conduct.

1. Course Materials: Purchase the required text and read assigned reading BEFORE each class session. Bring your text to every class session.

2. Class Attendance and Participation: Attend EVERY class session on time and ready to participate. You will complete numerous activities related to the course readings, each designed to further your understanding of course content. Time is limited so please be punctual and be ready to engage with others. You are expected to attend EVERY class session. Each absence will result in a significant deduction of points.

3. Professionalism: As this is a graduate level course preparing you for your future career it is expected that you will maintain professional behavior throughout the duration of the course. Appropriate attire is expected, please no pajamas and sweat pants on the day of the professional development workshop of October 1, 2016. You should treat each encounter throughout your graduate program as a job interview. You never know where your first teaching job opportunity will come from.

4. Individual Unit Presentation: Each student will design, and write up a Thematic Unit that includes a Children’s book, a field trip project, and four lessons. The lessons should incorporate the four topic areas in the Colorado Academic Standards for Social Studies. (history, geography, economics, civics) This unit should address the standards of one grade level. You will present your unit in class and teach one of the four lessons. This is an opportunity to showcase your teaching skills and social studies knowledge. You will not “tell us” how the lesson will be taught, you will teach it. Lessons will be presented during our last class time you will need to give the instructor a copy of your lesson plans on that day (Attached to the syllabus is a template (Mastery Teaching Lesson Plan Format) that can be used for your lesson.).

After you teach your lesson a reflection of your experience will need to be turned in with your final exam. Plan and preparation time for the development of your science lesson will be offered during class! (This is a great time to collaborate and brain-storm ideas with your colleagues.)

Reflection Format:

☐ Name
☐ Date
☐ Title of Lesson
☐ Lesson
☐ Presenter
☐ Lesson highlights
☐ Areas for growth
☐ What did you learn and what skill or technique would you use in your classroom?
**F. GRADING CRITERIA**

The following criteria will be used to determine your course grade. In determining your final grade, I will also consider your professionalism and your participation in assignments and discussions. Please submit all assignments on time. **Late assignments will not be accepted.**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>Integrated Thematic Unit</td>
<td>150</td>
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<tr>
<td>(to include a Children’s book, a field trip project, and a lesson from each of the 4 academic areas from the Colorado Academic Standards)</td>
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<tr>
<td>Final Exam</td>
<td>20</td>
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<tr>
<td>Class Participation</td>
<td>30</td>
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<tr>
<td>TOTAL</td>
<td>200</td>
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<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
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<tr>
<td>B</td>
<td>80 - 89</td>
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<tr>
<td>C</td>
<td>70 - 79</td>
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<td>D</td>
<td>60 - 69</td>
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<tr>
<td>F</td>
<td>below 59</td>
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G. REQUIRED READINGS
   [http://www.cde.state.co.us/cdeassess/UAS/CoAcademicStandards.html](http://www.cde.state.co.us/cdeassess/UAS/CoAcademicStandards.html) - please download to your computer as you need access during class.

H. ACCOMODATIONS
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](http://www.unco.edu/dss) as soon as possible to ensure that accommodations are implemented in a timely fashion.

I. INCLUSIVITY
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.

J. OTHER INFORMATION
   **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 Honor Code: [www.unco.edu/dos/honor_code.htm](http://www.unco.edu/dos/honor_code.htm)

   **UNC’s 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/handbook/index.html](http://www.unco.edu/dos/handbook/index.html)

   **Portable Electronic Devices** - Please extend courtesy to your instructor and fellow students by turning off your portable electronic devices such as: cell phones, pagers, and iPods. Although not an audio issue, text messaging is a distraction to other students and prevents you from full participation in class. You should keep your portable electronic devices in your backpack or purse during class. Your personal electronic devices should not be on your desks. If you know that you may need to accept an emergency phone call during class or if you have children in childcare or school, please let the instructor know. If you need to take a phone call during class, please step out of the classroom while you complete your call. Thank you for your cooperation. Laptops are or other devices are permitted for the purpose of taking notes on the topic being discussed at the current time. Refrain from working on other assignments during class time.

   **Plagiarism** - [www.unco.edu/dos/plagiarism.html](http://www.unco.edu/dos/plagiarism.html)
<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPICS</th>
<th>Read BEFORE class</th>
<th>ASSIGNMENTS DUE</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>Saturday, October 8th</td>
<td>Course/Syllabus Overview</td>
<td>Chapter 1 &amp; 2 from Savage and Armstrong</td>
<td>Familiarity with State Social Studies Standards</td>
</tr>
<tr>
<td>8:00 - 5:00</td>
<td>UNC Lesson Plan format</td>
<td>Review State Standards for all grade levels and all 4 content areas</td>
<td>Reflections for Chapters 1 &amp; 2</td>
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<td></td>
<td>Study of Standards/Grade level themes</td>
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<td>Understanding of lesson plan components and themes by the end of the session</td>
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<td></td>
<td>Explanation of field trip project</td>
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<td></td>
<td>Explanation of Unit with poster/lessons</td>
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<tr>
<td></td>
<td>Children’s book assignment—explanation and work time</td>
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<tr>
<td></td>
<td>Geography</td>
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<td>DOK Levels</td>
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<td>2</td>
<td>History</td>
<td>Chapter 7 &amp; 10 in Savage and Armstrong</td>
<td>Before class—begin to research possible field trip locations</td>
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<tr>
<td>Saturday, October 10th</td>
<td>Reading Like a Historian/DBQ</td>
<td></td>
<td>Reflections for Chapters 7 &amp; 10</td>
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<tr>
<td>8:00 - 5:00</td>
<td>Primary Documents</td>
<td></td>
<td>Come to class prepared to work on your thematic unit and/or field trip presentation</td>
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<tr>
<td></td>
<td>Planning for success</td>
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<td>TOPIC of the WEEK: How will you integrate subjects in your classroom in order to cover all standards?</td>
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<tr>
<td></td>
<td>Knowledge acquisition vs. knowledge discovery</td>
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<td></td>
<td>Time for Planning Units</td>
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<tr>
<td>3</td>
<td>Civics &amp; Citizenship</td>
<td>Chapter 3, 8 &amp; 9 in Savage and Armstrong</td>
<td>Reflections for Chapters 3, 8 &amp; 9</td>
</tr>
<tr>
<td>Saturday, October 22nd</td>
<td>Economics and Financial Fluency</td>
<td></td>
<td>Come to class prepared to work on your thematic unit and/or field trip presentation</td>
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<tr>
<td>8:00 - 5:00</td>
<td>21st Century Learning skills</td>
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<td>How will you deal with conflict with colleagues and staff members?</td>
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<td></td>
<td>Disciplinary Literacy</td>
<td></td>
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<td></td>
<td>ELL/GTT/Special Education in SS</td>
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<td></td>
<td>Importance of Validation</td>
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<tr>
<td>4</td>
<td>Economics</td>
<td>Chapters 11 &amp; 12 in Savage and Armstrong</td>
<td>Reflections for Chapters 11 &amp; 12</td>
</tr>
<tr>
<td>Saturday, October 29th</td>
<td>High Engagement strategies</td>
<td>We will be</td>
<td>How will you</td>
</tr>
<tr>
<td></td>
<td>Equity Conversation</td>
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</table>
8:00-5:00 | discussing chapters 5 & 6 in class but you will not have to read | deal with difficult students and parents?
---|---|---
5 Saturday, November 5th 8:00-5:00 | ○ Importance of Validation ○ Presentation of Units ○ In-class final Exam ○ Closing comments/Reflective paper final instructions | ○ Unit Presentations ○ Reflection Paper

NOTE: This syllabus and Course Outline Table is subject to change. Any changes will be announced in class.

If you believe that you need accommodations in this class, please contact the Disability Support Services (970) 351-2289 (www.unco.edu/dss/) by the end of this week to ensure that

COURSE ASSIGNMENTS

**Integrated Thematic Unit** – You will develop a unit based on an overarching theme, essential question or big idea (i.e. the Titanic, our neighborhood). Grade levels and topics will be decided during our first class. You will need to include:

- 4 complete UNC lesson plans- you must address all 4 Social Studies Content areas within the 4 lessons
- At least 1 lesson must integrate literacy and a Children’s Book
- At least 1 lesson must include a 21st century learning skill
- At least 1 lesson must include a primary source document
- At least 1 lesson must include a high engagement strategy
- Visual aid/Power Point that illustrates the overarching theme and how the lessons fit into that theme
- Presentation-on our last Saturday you will have to present your unit. You will need to:
  - Share with the class your visual aid and explain the theme of your unit
  - Teach one of the lessons to the group as you would a group of elementary school students
  - You will need to come to class with the appropriate number of copies of handouts/supplies
- 120 pts. (20 pts. for each content area lesson, Children’s Book, field trip. 30 points for presentation and professionalism)
**Children’s Book Review**- You will need to include at least one children’s book that relates to your overall thematic topic. During your presentation you will walk us through the book and provide a summary, and discuss how you would incorporate this book into your unit. You will need to share how you would use this book in class as well as the Social Studies standards that would be addressed by using this book.

**Field Trip Project**- You will need to research a possible field trip location. Your location should enhance your Thematic Unit and be presented during your presentation. For the purpose of this assignment time and money are no object. You will need to include:

- Research your location and provide the following information:
  - The name and location
  - A summary of what the location offers- what will students do, are there handouts, pre-trip assignments, post trip assignments, docents or teacher led, interactive or informative, etc.
  - The Social Studies Standards that would be met by visiting this location
  - The age group of students that would be the best fit
  - In reality-would this be a good place to take students? Why or why not?

**Final Exam**- The Final exam will be completed in 2 parts:

- After our final class- 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. (20 pts.)

**Class Participation**- Much of this class will include class discussion and group work. Please be engaged in the conversations at all times. Participation in these activities will influence your final grade. (30 pts.)
Mastery Teaching Lesson Plan Format

(Madeline Hunter)

Lesson Title

In addition to the title of the lesson, include your name, the grade level of the students you are targeting, and the subject area.

Colorado Academic Standards

Determine which standards will be addressed in this lesson. For reference, use the CDE website at: http://www.cde.state.co.us/cdeassess/UAS/CoAcademicStandards.html

Objective

The objective of the lesson must be written in terms of what the students will do. Be sure to use appropriate active verbs which can be measured, observed or assessed in some way. The objective must be linked to the standards used.

Materials List

All supplies, books, technology and handouts needed to complete this lesson are stated in a bulleted list format.

(NOTE: The instructions for what to do the remainder of the lesson must be written in SECOND PERSON as if you are telling a substitute teacher exactly what to do. Example: Have the students sit in a circle. OR Pass out the crayons before beginning the story.)

Teacher Preparation

What must be done before the lesson (even before coming to class) in order to successfully present this lesson? Will you have to make copies of handouts, have the students collect rocks or leaves, read several selected books to the class before introducing the lesson, informally assess the students to be sure where the lesson should begin, pre-teach how to graph data? Student performance on the pre-assessment may compel changes to the planned unit and lesson plans. Carefully think through what is needed and list that here.
**Instructional Procedures and Activities**

List, step by step, the things the teacher will do to present this lesson to the students in order to accomplish the objectives. Remember that the lesson is written in second person (i.e. Hand out the worksheets; Ask the students to write in their journals). It is sometimes helpful to number each so that the sequence is clear. This is usually the longest section of a lesson plan. Be sure that you include opportunities to check for understanding (formative assessment) before continuing to a new concept. This could be simple questions, observations or student signals. How do you know whether to reteach, explain further or to go on?

**Student Evaluation/Assessment**

How will you assess the students to be sure that the objectives are met? This can be an observation, a test, homework, an activity, a project…anything that provides evidence of learning. The assessment must be directly linked to the content standards and to the objectives. The post or summative assessment is measurement conducted at the conclusion of the lesson to assess the level of student competence regarding the standards for the lesson and the aligned lesson objectives.

**Accommodations and Modifications**

Accommodations are for students who are learning English and need support in your lesson. Modifications are for special needs students who need your lesson adapted or changed in order for them to be successful. What accommodations will you suggest for those students who need more support? Consider your ELL students, students on IEP’s or ILP’s, or students who need extra time or assistance. Be sure to consult the WIDA standards [http://www.wida.us/standards/](http://www.wida.us/standards/). This can apply to your objective, lesson steps and/or the assessment.

**Extension Activities**

Extension activities are additional activities designed to extend the learning process for learners beyond the walls of the classroom. What activities will you suggest to apply the newly acquired skills, thoughts, and attitudes to the students’ world? These activities should require higher-order thinking skills, such as analysis, synthesis and evaluation and be applicable to unique problem situations in the real world. They often will occur outside the classroom (i.e. calculating costs at the supermarket).

**Citations**

If you have used any resources, websites, books, or other sources in the preparation of this plan, be sure to cite these here. Failure to cite is plagiarism.