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Phone: 618-536-2441
Office Hours & Location: by appointment
Class Time and Location: Tuesday, 8:30-10:50, Wham 307

Course Description
This course emphasizes the structure, content, and process of teaching social studies in Prekindergarten through 4th grade classrooms. Teacher candidates develop short-term and long-term instructional plans that integrate content areas, address the needs of diverse learners, engage students in the processes of critical thinking, and facilitate effective use of current and emerging digital tools to locate and analyze, evaluate, and use information sources to support research and learning. Prerequisites: For ELED, CI 431 or consent of instructor. For EC, CI 318 or consent of instructor.

Connections to the TEP Conceptual Framework
The three major tenets of SIU’s Teacher Education Program are Engagement, Literacies, and Identities.

• Reflective educational leaders are ethical and reflective practitioners who exhibit professional engagement by providing leadership in the learning community and serve as advocates for students, parents or guardians, and the profession.

• Reflective educational leaders understand the vast array of literacies students need to function in today’s modern society. This includes knowledge of reading, writing, and aural communication within the content area as well as media, scientific and quantitative literacy.

• Reflective educational leaders understand the diverse characteristics and abilities of all students and how these students develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences which influence the students’ identities.

During this course, teacher candidates will engage in discourses within the college classroom and experiences in a primary classroom at a local school that will address each of these tenets, which have also been aligned to the course assessments.

CI 361 Course Goals

This course is intended to provide learners with opportunities to:

• Explore the complexities of teaching and learning.
• Explore the roles of the teacher, student, and curriculum.
• Investigate multiple models of teaching.
• Plan, implement, and evaluate one's teaching.
• Become familiar with state and national standards in social studies.
• Develop content knowledge of the thematic strands of social studies along with methods for teaching within each of these areas.
• Facilitate effective use of current and emerging digital tools to locate and analyze, evaluate, and use information sources, including primary sources, to support research and learning.
• Create long-term instructional plans that are integrated and that support an inquiry cycle based on essential questions.
• Develop knowledge of how all of the above objectives apply within a variety of learning contexts and with diverse populations of learners, including second-language learners.
• Critique methods used to evaluate student progress.

**Teaching Standards**
The following state and national standards inform the daily objectives for this course. Course activities support the teacher candidate’s knowledge and performance of the IPTS and NAEYC’s standards for teacher candidates. Final assessments will reflect growth in the areas noted below.

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### Illinois Professional Teaching Standards

**Standard 1 - Teaching Diverse Students** – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

**Standard 2 - Content Area and Pedagogical Knowledge** – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

**Standard 3 - Planning for Differentiated Instruction** – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

**Standard 5 - Instructional Delivery** – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

**Standard 7 - Assessment** – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

**Standard 9 - Professionalism, Leadership, and Advocacy** – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

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### NAEYC Teacher Candidate Standards

**Standard 1. Promoting child development and learning**
Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.
**Standard 3. Observing, documenting, and assessing to support young children and families**
Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

**Standard 4. Using developmentally effective approaches**
Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.

**Standard 5. Using content knowledge to build meaningful curriculum**
Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

**Standard 6. Becoming a professional**
Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

**Illinois Learning Standards for Students**
Teacher candidates will include the appropriate Illinois Learning Standards within the lesson plans that they write for the primary classrooms. These standards can be viewed at the following web site: [http://www.isbe.state.il.us/ils/Default.htm](http://www.isbe.state.il.us/ils/Default.htm).

**Required Texts**


**Supplemental Readings**
Go to [www.socialstudies.org](http://www.socialstudies.org) to become a Regular member of the National Council for Social Studies. With your regular membership, you will receive 4 issues of the *Social Studies and the Young Learner* journal and access to all prior issues online.


Course Assignments
Specific directions for these assignments and the evaluation rubrics are attached to the course syllabus on LiveText.

Weekly Reading Response
Objective: The teacher candidate will demonstrate an understanding of the content covered in the assigned reading by using terms and examples from the reading in a written response to an open-ended question.

At the beginning of each class, you will be asked to respond to a general question based on the assigned reading for the week. While the question will be open-ended, you will be expected to use terms and examples from the reading in your response.

Mini-lesson Plan
Objective: The teacher candidate will describe, analyze, and reflect on student learning based on his/her implementation of a lesson from the classroom teacher’s plans.

You will implement one mini-lesson for social studies in your practicum classroom. You will turn in a brief, reflective summary AFTER the event describing and analyzing the experience.

Formal Lesson Plans
Objective: The teacher candidate will use knowledge of the curriculum, effective teaching strategies, and student development to plan and implement a social studies lesson in the classroom.

You will plan and implement one formal lesson in your practicum classroom for CI 361. The lesson should be a social studies lesson. You will share the lesson plan with peers, the instructor, and your cooperating teacher prior to teaching the lesson.

Video Recording Reflection
Objective: The teacher candidate will describe, analyze, and reflect on student learning based on his/her implementation of his/her lesson.

While teaching your formal lesson, you will need to ask your cooperating teacher to assist you in video recording the lesson. After teaching the lesson, you will share the video segment with a peer and you will complete a reflection based on the edTPA model.

Integrated Unit of Study
Objective: The teacher candidate will create long-term instructional plans that are integrated and that support an inquiry cycle based on essential questions central to social studies.

You will create an integrated unit of study that will span 10 days of instruction in the content areas of social studies and literacy. All lessons will relate to an approved topic in social studies. You will connect this unit of study to state and national standards and build on essential questions from the social sciences. You will share your units and resources with the class at the end of the semester.
Gateway Portfolio
The Teacher Education Program at SIUC has a portfolio process where students can document their growth according to the Illinois Professional Teaching Standards and the NAEYC teacher candidate standards. These standards are the final measure by which student teachers in our program must demonstrate knowledge and performance competency. During this course we will discuss how your class assignments align with the standards and will aid you in choosing potential artifacts for the Gateway Portfolio. You will be required to upload your formal lesson plans and thematic unit from this course into the Gateway Portfolio. Points are not allotted for this assignment. You will receive feedback for each artifact entry. Failure to complete this task will result in an incomplete for this course.

Alignment with the Standards

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<thead>
<tr>
<th></th>
<th>Reading Responses</th>
<th>Lesson Plans</th>
<th>Mini-lesson Plan</th>
<th>Integrated Unit of Study</th>
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<td><strong>IPTS 3, NAEYC 4 &amp; 5</strong></td>
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<td><strong>IPTS 4, NAEYC 4 &amp; 5</strong></td>
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<td><strong>CF, Literacies</strong></td>
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<td><strong>CF, Identities</strong></td>
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Attendance and Participation
The success of this course depends on the commitment of each of you to being an active learner. Thus, it is important for you to attend each class session and to be prepared to discuss the reading assignment. Class participation will be noted weekly. There is a rubric that can be referenced in LiveText that defines participation expectations. Two or more unexcused absences and/or consistently late assignments will result in your final grade being lowered by a letter grade.

Assessment
Authentic and performance based assessments support instruction based on constructivist principles. The course activities are designed to engage you, the learner, in experiences that are consistent with those of actual classroom teachers. The assessments for this course will also be consistent with those encouraged for the primary classroom.
Formative assessments provide the learner with ongoing feedback throughout the semester and permit the learner to refine their beliefs and practices. When you submit your assignments through LiveText, you will receive feedback in the form of comments and some assignments will be accompanied by a rubric. Rubrics define expectations for components of an assignment with descriptive statements for different values.

Summative assessments provide the learner with evaluative feedback at designated benchmarks during the semester. At the mid-term, you can participate in a conference where we will look at your work and progress to that point. You will reflect on your growth, and we will discuss your potential grade for the course. Mid-term conferences can occur during week 8 or 9 of the semester. You must request a mid-term conference if you want one.

*All assignments will be submitted and assessed through LiveText.

Grades will be computed based on the following formula:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Formula</th>
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<tbody>
<tr>
<td>Reading Responses</td>
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<tr>
<td>Mini-lesson Plan</td>
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<tr>
<td>Formal Lesson Plan</td>
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<tr>
<td>Video Recording Reflection</td>
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<td>Integrated Unit of Study</td>
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The sum of the final column determines the grade for the semester.
A final grade may be lowered due to two or more unexcused absences from class.
An “Incomplete” can be given if the required two TEP artifacts and rationales are not turned in at the end of the semester.

*A more detailed syllabus can be viewed in LiveText.
<table>
<thead>
<tr>
<th>Week</th>
<th>Introduction to the course and syllabus</th>
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<tbody>
<tr>
<td>Week 1</td>
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</table>
| Week 2 | **Aug. 26**  
Topic:  
Reading: The purpose for teaching social studies  
Ch. 1 These are the Social Studies |
| Week 3 | **Sept. 2**  
Topic:  
Reading: Developing Lesson Plans and Unit Plans  
Ch. 2 Planning and Assessment |
| Week 4 | **Sept. 9**  
Methods Focus: Using Oral History  
Content Focus: *NCSS Theme 4: Individual Development and Identity*  
Ch. 5 Self, Others, and the Community: Social Skills  
Reading: |
| Week 5 | **Sept. 16**  
Methods Focus: Comparing Features of Non-Fiction and Fiction Texts  
Content Focus: *NCSS Theme 1: Culture*  
Ch. 6 Culture, Diversity, and Values  
Reading: |
| Week 6 | **Sept. 23**  
Methods Focus: Examining Primary Sources  
Content Focus: *NCSS Theme 2: Time, Continuity, and Change*  
Ch. 7 Children’s Study of Time, Continuity, and Change: History  
Reading: |
| Week 7 | **Sept. 30**  
Methods Focus: Developmentally Appropriate Geography  
Content Focus: *NCSS Theme 3: People, Places, and Environments*  
Ch. 8 People, Places, and Environments: Geography  
Reading: |
| Week 8 | **Oct. 7**  
Methods Focus: Creating a Community of Learners with Shared Governance  
Content Focus: *NCSS Theme 6: Power, Authority, and Governance*  
Reading: *Rethinking Columbus*, Elementary School Issues (pp. 32-69) |
| Week 9 | **FALL BREAK!**  |
| Week 10 | **Oct. 21**  
Methods Focus: Building Basic Statistical Literacy  
Content Focus: *NCSS theme 5: Individuals, Groups, and Institutions*  
Reading: 3 Articles from “Social Studies and the Young Learner” |
| Week 11 | **Oct. 28**  
Methods Focus: The Inquiry Process  
Content Focus: *NCSS Theme 7: Production, Distribution, and Consumption*  
Ch. 9 Production, Consumption, and Decision Making: Economics  
Reading: |
| Week 12 | **Nov. 4**  
Methods Focus: Strategies for English Language Learners  
Content Focus: *NCSS Theme 9: Global Connections*  
Ch. 11 Global Connections  
Reading: |
| Week 13 | **VETERAN’S DAY**  |
| Week 14 | **Nov. 18**  
Methods Focus: Children Advocating for Change  
Content Focus: *NCSS Theme 10: Civic Ideals and Practices*  
Ch. 10 Developing Citizenship: Civics and Governments  
Reading: |
| Week 15 | **Dec. 2**  
3 Articles from “Social Studies and the Young Learner”  |
| Week 16 | **Dec. 9**  
Share overview of your final unit of study with the class  |
### Potential Articles from “Social Studies and the Young Learner”

<table>
<thead>
<tr>
<th>Theme 1: Culture</th>
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<tbody>
<tr>
<td>Jan/Feb 2009 (pp. 21-23) Pairing Folktales with Textbooks</td>
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<tr>
<td>Nov/Dec 2006 (pp. 4-7, p1-p4) Culturally Conscientious, Mayan Culture</td>
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<td>Nov/Dec 2008 (pp. 11-16) SS for All: ESOL Strategies</td>
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<tr>
<th>Theme 2: Time, Continuity, and Change</th>
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<tbody>
<tr>
<td>Jan/Feb 2011 (pp. P3-21) Lewis &amp; Clark’s Expedition, History Scene Investigations</td>
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<tr>
<td>Mar/April 2006 (pp. 4-23) “I” is for Indian?, Teaching about American Indians, Viewing American History, A River Through Time, Pocohontas</td>
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<tr>
<th>Theme 3: People, Places, and Environments</th>
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<th>Theme 4: Individual Development and Identity</th>
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<tr>
<td>Jan/Feb 2007 (pp. 24-28) Bridging the Years</td>
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<td>Sept/Oct 2010 (pp. 8-15, 31-32) Story Quilts, Using Oral History</td>
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<th>Theme 5: Individuals, Groups, and Institutions</th>
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<tr>
<td>Mar/April 2007 (pp. 17-20) Camera! Action! Collaborate</td>
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<tr>
<td>Mar/April 2010 (pp. 4-18, P1-P4) It’s About Us, Building Basic Statistical Literacy, Annotated List of Census Res, Interdisciplinary Activities, Making Sense of the Census, From Small Towns to a Big Nation</td>
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<th>Theme 6: Power, Authority, and Governance</th>
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<td>Sept/Oct 2012 (pp. 6-32) Scaffolding Classroom Discourse, “They Mean Something More”, A Class Museum of the 2012 Elect, If You Invite the Candidates, We Elect a President, Teaching and Learning about Presidents, Boss of the United States</td>
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<th>Theme 7: Production, Distribution, and Consumption</th>
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<tr>
<td>Nov/Dec 2008 (pp. P1-P4) Economics is for Everyone</td>
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<td>Jan/Feb 2010 (pp. 4-31) It’s Never Too Early for Eco, The Entrepreneur Fair, Let’s, Teach Students to Prioritize, Let’s Go to the Market!, Money Matters for the Young</td>
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<tr>
<th>Theme 8: Civic Ideals and Practices</th>
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<tr>
<td>Mar/April 2008 (pp. 4-29) One Day with a 2nd Grader, Understanding Islam, Beyond, Wildlife: Africa Stereotypes, Making Global Connections, Teaching Chinese National Id, Compassion’s Echo</td>
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<tr>
<th>Theme 9: Global Connections</th>
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<tr>
<td>Sept/Oct 2008 (pp. 11-14) The Bear is Still Singing</td>
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<td>Mar/April 2012 (pp. 4-17) Our Conversation with You, How Service-Learning Can, Evaluating Online Sources, Real-World Problems</td>
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<tr>
<td>Sept/Oct 2008 (pp. 11-14) The Bear is Still Singing</td>
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