CI 362 Teaching Elementary School Social Sciences grades 4 - 8
Prerequisite: C or better in CI 422, 423 and 426, or consent of instructor
Syllabus – Fall 2014

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Office Hours: TBA and by appointment

Required texts: Go to www.socialstudies.org to become a Comprehensive Student member of the National Council for Social Studies. With your comprehensive membership, you will receive 4 issues of the Social Studies and the Young Learner journal and access to all prior issues online. You will also receive a copy of the new SS standards.

*3rd edition is available on Amazon for .01 plus shipping.

Course Description:
CI 362: Emphasis is placed on the structure, content, and process of teaching social studies/social sciences in the elementary/middle level school setting, especially grades 4-8. Specific attention is given to the fundamentals of developing social studies/social sciences content knowledge, literacy skills and objectives, planning interdisciplinary units of instruction (IDU), integrating various instructional strategies and methods to meet the diverse learning needs in the elementary/middle level setting, developing a general teaching model, organizing the curriculum, and assessing learning processes. Resource materials, specialized equipment, technology, and various instructional formats are explored.

Course Objectives: Students will:
* select and integrate knowledge from the Illinois state standards as well as the ten thematic strands set forth by the National Council for the Social Studies [see http://www.socialstudies.org/standards/].
* learn how effective social studies programs reflect the changing nature of knowledge and foster new approaches to resolving issues of significance to humanity.
* develop a variety of instructional approaches appropriate for various grade and ability levels
* learn how to create a classroom atmosphere that will maximize student learning through hands-on activities, cooperative learning, and other active learning strategies.
* Scaffold pupils’ uses of primary sources to enhance students’ critical thinking skills and help them develop the ability to “think like a social scientist.”
* become aware of how contribution from history and the social science disciplines have influenced the selection of content for the social studies skills.
* become aware of teaching strategies designed to reach all learners in an inclusive, diverse classroom.
* create an integrated resource unit which utilizes children’s literature and other appropriate media to investigate a period in history appropriate for a given level of study.
* develop a personal philosophy about social studies education that includes your views on pedagogy, curriculum, and assessment
* demonstrate a set of skills that provide a strong foundation for achieving success in school and life. CI 424 incorporates projects that address the social and emotional learning standards and makes use of community, family and school resources.

Instructional model: Content, process, and values: what, how and why.

Requirements: Students are expected to:
1. Participate in a professional manner. Attend every class (3 points lost for each class HOUR of absence). Grade will drop one letter for every 2 classes missed. Points will be deducted for both absence and tardiness. Students are expected to be in class on time.
2. Follow course guidelines for professional development
   2a. Display professional demeanor that includes class attendance and a disposition toward professionalism;
   2b. Exhibit professional traits that include class promptness, preparation and engagement, and participation
2c. Present professional development characteristics: Promptness, organization, interest, enthusiasm, and dedication
   **Note:** Students’ dedication and interest in the profession of teaching develops through participation and interest in their course of study. Resource: Illinois Core Standards for Teaching # 11 for Professional Conduct.

2d. Display professional courtesy
   1. Notify appropriate personnel, the instructor, and team members through a phone call, voice mail or email message if absence is unavoidable.
   2. Accept responsibility for assignments and class instruction when he/she must be absent.

3. Participate actively and regularly in class discussions and activities; points will be deducted from grade for lack of active participation in both small and large group activities. **You are expected to take initiative and be engaged** in this class. Being engaged requires being attentive, curious, sensitive, concerned, and involved in all aspects of the learning process.

4. Complete all assignments to include: in-class activities, projects, a portfolio, content project (unit), reflective essays, quizzes, and tests.

5. Select, develop, and prepare assessment tools for developmentally appropriate activities to use within a social studies classroom.

6. Develop at least one integrated resource project/unit for an assigned time period in history that correlates common core standards with objectives, strategies, activities, accommodations for English Language Learners, and assessments. Unit should include examples of **differentiated instruction**. This unit must be submitted to Livetext for inclusion in your Gateway Portfolio, and a paper copy turned in to the instructor. Failure to submit this artifact to Livetext will result in a course grade of INC.

7. **Key Assessment for this course:** Lesson Plan for Diverse Learners – must be submitted to Livetext. This lesson plan must provide evidence of using multiple, credible sources, must include a graphic organizer, and an assessment instrument. Outline to be provided in class.

8. Create a resource timeline for an assigned time period in history. Once completed and approved by the instructor, the timeline is to be shared electronically with class members. This timeline must include primary and secondary sources, and cite specific textual evidence to support analysis of each source.

9. Geography blog. Each student must travel with the class dog – a small stuffed dog – to a historical landmark. A photo of the dog at the site should be posted on the class blog. This post should include the longitude and latitude of the site, as well as miles traveled. A brief history of the site should also be posted. This activity demonstrates how local history, geography, and technology can be integrated into a middle level classroom. see “The Tales of the Dogs: Integrating Geography and Technology” Social Education 70(4), pp 199–202

10. **Role-Play/Historical Character with Handout.** Handout must include common core standards and model instructional methods related to the social sciences. Example to be given. **You must use at least two sources and you must compare and contrast those sources in your handout to the class. Include the different approaches used by each author of each source. Must include credible related children’s literature, fiction and non-fiction. Example to be given.**

11. During the course of the semester, you will receive numerous handouts which are related to social sciences instruction. These handouts will include strategies that you will be able to use in your future classroom. As a way of compiling a useful resource you are required to organize these handouts in a three ring binder that will be turned in the 14th week of class. The materials for the notebook should be organized into the following sections:
   a) title page
   b) **table of contents**
   c) section divider pages with related **graphics** [These dividers may be in plastic sleeves].
   d) sections that include:
      1) Projects/assignments/handouts
      2) **Media Literacy** – Collection of at least 3 examples of political cartoons with critique of each; include comments regarding how point of view or purpose shapes the content and style of a text.
      3) Historical Character: handouts from class members
4) Teaching aids, sponge activities, and cooking handouts from class members
5) Ideas, games, puzzles, bulletin board patterns, holiday ideas etc.
6) Teaching Strategies, Differentiated Learning, Graphic Organizers
7) Children’s Literature Bibliography – to include all books read or shared in class.

12. Geography Teaching Model - Create a 3-D map of assigned state – see handout. This project demonstrates inclusion of economics, geography, and history into an elementary/ middle level class room. A digital photo of this project must be submitted to Livetext and a paper copy turned in to the instructor. This project will model how to teach geography, economics, and history in the classroom. Project must include a written reflection of how to use this activity in an elementary classroom and how this activity is an example of differentiated instruction. Must include which common core standards are met.

13. History Display - Prepare and present:
13a. Interactive Bulletin Board Display. See class handout on this assignment for more information.**
   Bulletin Board must relate to one of the social studies disciplines. The presentation is to include:
   1) An example/display for class members to view on the assigned board in Wham.
   2) Source of idea (APA citation) and Illinois state standards and NCSS standards that the product meets. Each board must have at least 2 sources and you must compare and contrast those sources in your handout to the class. You must provide evidence to support your claim.
   3) Handout with directions for class members to duplicate and use.
   4) The display must be durable and well constructed, appropriate for elementary students to use. It must include all necessary parts for use. The display must be interactive, three-dimensional, and include directions for student use.
   5) Upon completion and after instructor approval, photo of board should be posted on Pinterest

13b. Cooking activity—The cooking activity must relate to a particular time in history. This activity should involve something that is easily prepared in the classroom and made from readily available ingredients.
   1. The student will provide an example of the product or provide all necessary ingredients for preparation in class.
   2. A handout containing the recipe and source (APA citation) and:
      2a. Relationship of food to historical time period,
      2b. Credible Children’s literature selection that supports cooking activity/time frame.
   3. Presenter(s) must provide sufficient quantity for class members to taste. Presenter(s) is/are responsible for clean up.

14. Exhibit appropriate written and oral language facility. It is important that teachers, who are responsible for teaching children, be able to write and speak well themselves. Therefore, appropriate written and oral language is valued in this class; students who anticipate difficulty with either form of our language are encouraged to speak with the instructor as soon as possible.

Evaluation components and grading scale (subject to revision due to students/course needs)
Midterm and final exam (50 pts each) ................................................................. 100 pts
Unit project (lesson plans for social science areas)......................................... 100 pts
Lesson Plan for diverse learners ........................................................................ 40 pts
Historical character roll play with handout ....................................................... 30 pts
Time Line Resource ................................................................................................ 50 pts
Dog/blog activity .................................................................................................... 20 pts
Bulletin Board ....................................................................................................... 30 pts
History Taught through a food activity ............................................................... 30 pts
In-class reflections, quizzes, activities .............................................................. 55 pts
Portfolio/class notebook ...................................................................................... 25 pts
Geography model/map collage with reflection ............................................... 40 pts

Tentative Topics and Class Calendar:
August 18/19 - Introduction to Course and Ten Thematic strands for teaching social studies
Read chapter one of the text
August 20/21 – Introduction to Economics

August 25/26 - Deliberation and Critical Thinking

August 27/28 - Planning for social studies learning throughout the day, week and year
Writing Lesson plans and developing a unit: Differentiated Instruction, Assessment, Accommodations

September 2/4 – Introduction to media literacy, importance of multiple sources, primary documents

September 8/-11 Geography, Economics, and creating projects to engage students.

September 15/16 – Introduction to basic history concepts


September 22/23 – Ag in the Classroom Guest speakers

September 24/25 An Introduction to Political Science: Teaching Democracy

September 29/30 – Selecting and using non-fiction and fiction in the social sciences
Marinak, B., & Gambrell, L. (2009). Ways to Teach About Informational Text. Social Studies and the Young Learner, 22(1), 19-22. Read chapter in text about Literacy

October 1/2 – Technology and web resources

October 6/7 - Visit to local cemetery

October 8/9 - Local history

October 15/16 – Andrew Podoll – Geography and Economics

October 20/21 - Exam 1

October 22/23 – Women in History

October 27/28 – State and Local Resources – Guest Speaker from USFD

October 29/30 Universal Design for Learning

Reading: 1) UDL Guidelines 1.0 Introduction and One-Page Chart
(http://www.cast.org/publications/UDLguidelines/version1.html)

November 3/4 Cooperative Learning in the social sciences Read chapter in text about Cooperative Learning – Bring text to class.

November 5/6 – Assessment in the social sciences – read chapter in text about assessment.

November 10/12 - Adapting Curriculum for English Language Learners

November 17/18 – Current Events and Trends - Guest Speaker

Nov. 19 /20- Rethinking Thanksgiving: Myths & Misgivings & Teaching About Native Americans

Dec. 9/10- Unit Presentations

Dec. 11/12 – Culminating Activities/Review

Week 16 - Finals Week – comprehensive Exam.

Course Readings [adapted from Dr. Grant Miller’s syllabus]
Profiles for Technology

Illinois Core Standards for Teaching the following grid:

Professional Teacher Standards

<table>
<thead>
<tr>
<th>Projects → Standards</th>
<th>Study Guides Reflective notes</th>
<th>Portfolio options/ quizzes</th>
<th>Map Projects</th>
<th>Resource Unit</th>
<th>Cooking Activity</th>
<th>Teaching Aids</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illinois Professional Teacher Standards</td>
<td>1, 3, 5, 7, 10</td>
<td>1, 2, 3, 6, 7, 10</td>
<td>1, 7, 9, 10, 11</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 11</td>
<td>2, 3, 4</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
</tr>
<tr>
<td>Middle Level Standards for Illinois</td>
<td>4, 2, 8, 9</td>
<td>1, 4, 8 9</td>
<td>4, 7, 8, 9, 10</td>
<td>1, 2, 4, 5, 6, 8, 10</td>
<td>1, 4, 8, 9</td>
<td>2, 4, 8, 9</td>
</tr>
</tbody>
</table>

Proﬁles for Technology-Literate Teachers http://cnets.iste.org/teachers/t_profile-pro.html

This classroom is a cell phone free area. All cell phones must be set to ‘MUTE’ and all phone conversations MUST take place outside the classroom.

Please do not send or receive any text messages during class time.

Plagiarism

Copying the work of web articles, other writers, or students, and turning it in as one’s own constitutes plagiarism and will not be tolerated. All assignment and projects must be the result of individual effort and not a result of collaboration between students. Sharing of student work is not acceptable. The following are sanctions which may be imposed for acts of plagiarism: A. Failure of an assignment, quiz, test, examination or paper: A failing grade (F) may be assigned for the work in connection with which the violation occurred. B. Failure in a course: A failing grade (F) may be assigned for the course in which the violation occurred. See the SIU Handbook for a complete description.

Grading Scale: 92% = A, 85% = B, 70% = C, 60% = D, Below 60% = Failing.

*NOTE: This course is based on points, and your grade is based on the percentage of points you achieve. I reserve the right to deduct points for late assignments and excessive absences. All activities, assignments and examinations in this course are intended to assist you in becoming an effective and affective educator. The requirements for this course are rigorous and demanding and the standards are high, but so are those of the teaching profession.

It is expected that students taking the class will satisfactorily meet the requirements of the course in the allotted time frame. I am most reluctant to give incompletes for the courses I teach except in extreme cases. Please do not ask for an incomplete unless you feel yours is an extreme case.

Requirements for this course being assessed are connected with the Illinois Professional Teaching Stands, the Middle Level Standards, and the National Education Technology Standards for pre-service teachers as indicated in the following grid:

Syllabus Attachment  Fall 2014

IMPORTANT DATES * Semester Class Begins..................08/18/2014
Last day to add a class (without instructor permission): ..........08/24/2014
Last day to withdraw completely and receive a 100% refund: 08/31/2014
Last day to drop a course using SalukiNet: .......................10/26/2014
Last day to file diploma application (for name to appear in Commencement program): ..10/31/2014
Final examinations: ..............................................12/8–12/12/2014

Note: For outreach, internet, and short course drop/add dates, visit Registrar’s Academic webpage http://registrar.siu.edu/


WITHDRAWAL POLICY ~ Undergraduate only
Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when dropping from the University, please visit http://registrar.siu.edu/pdf/ugradcatalog1314.pdf

INCOMPLETE POLICY ~ Undergraduate only
An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student's grade point average. For More information please visit http://registrar.siu.edu/grades/incomplete.html

REPEAT POLICY
An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless other-wise noted in the course description. For students receiving a letter grade of A,B,C,D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at http://registrar.siu.edu/pdf/ugradcatalog1314.pdf

GRADUATE POLICIES Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit http://gradschool.siu.edu/about-us/grad-catalog/index.html

DISABILITY POLICY Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the disability office to open cases. The process involves interviews, reviews of student-supplied documentation, and completing Disability Accommodation Agreements. http://www.siu.edu/dss

STUDENT CONDUCT CODE http://policies.siu.edu/other_policies/chapter3/conduct.html

SALUKI CARES The purpose of Saluki Cares is to develop, facilitate and coordinate a university education, as well an essential preparation for any career. Saluki Cares contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education, as well an essential preparation for any career.

EMERGENCY PROCEDURES Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. We ask that you become familiar with the SIU Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT’s website at www.bert.siu.edu, Department of Safety’s website www.dps.siu.edu (disaster drop down) and in Emergency Response Guideline pamphlet. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.

INCLUSIVE EXCELLENCE SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education, as well an essential preparation for any career.

MORRIS LIBRARY SERVICES http://www.lib.siu.edu/about

LEARNING AND SUPPORT SERVICES Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit Center for Learning and Support Services website for:
- Tutoring : http://tutoring.siu.edu/
- Math Labs http://tutoring.siu.edu/math_tutoring/index.html

WRITING CENTER
The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit http://write.siu.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY
Our office's main focus is to ensure that the university complies with federal and state equity policies and handles reporting and Investigating of discrimination cases. For more information visit http://diversity.siu.edu/

Additional Resources Available:
- Salukinet: https://salukinet.siu.edu/cp/home/displaylogin
- Advisement: http://advisement.siu.edu/
- Provost & Vice Chancellor: http://pvcaa.siu.edu/

“We emphasize student achievement and success because achievement and success are essential if we are to shape future leaders and transform lives”