CI 361 Teaching School Social Sciences (Pre-K-4th Grade)
Syllabus – Spring 2016

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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.

and


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.

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.

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)
Assignments:

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.

Weekly Activities
During the semester there will be weekly in-class activities, reflections, and quizzes.

Library of Congress Primary Sources Assignment
Students will locate a credible picture book for children in grades K-3 and then locate 2 – 3 age appropriate primary sources to use when presenting the book to primary students. Format to be given in class.

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. The instructor should receive a copy of the video as well as a copy of the reflection.

Integrated Unit of Study/ Class Presentation
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 5 days of instruction in the content areas of social studies and literacy. All lessons will relate to an assigned 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. Handout to be provided with specific directions for this project. Each unit plan will include a class presentation that exemplifies the content/ subject of the unit. This presentation should include:

- Classroom décor to include tri-fold bulletin board type display
- Activities for primary students, to include literacy
- Food related to the topic
- Culture – to include music, drama, art, etc.
- Quality children’s Literature selections related to the topic
- Handout for the class
- Pinterest photo/ post of display and board

Resource Notebook
- 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) Unit Presentations: handouts from class members
     3) Teaching aids, sponge activities, and cooking handouts from class members
     4) Ideas, games, puzzles, bulletin board patterns, holiday ideas etc.
     5) Teaching Strategies, Differentiated Learning, Graphic Organizers
     6) Children’s Literature Bibliography – to include all books read or shared in class.

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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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. **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, 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.

Grades will be computed based on the following formula:

**Evaluation components and grading scale (subject to revision due to students/course needs)**

- Midterm and final exam (50 pts each) ......................................................... 100 pts
- Unit project (5 lesson plans for social science areas) .................................. 100 pts
- Formal Lesson Plan for diverse learners ......................................................... 40 pts
- Unit Topic Class Presentation ........................................................................ 50 pts
- Bulletin Board display related to unit ............................................................ 30 pts
- In-class reflections, quizzes, activities ........................................................... 50 pts
- Portfolio/class notebook .................................................................................. 25 pts
- Video recording and reflection ...................................................................... 50 pts
- Attendance and class participation ................................................................ 50 pts

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.
Tentative Topics and Class Calendar:
January 19- The purpose for teaching social studies. Read chapter 1
The Social Studies – Introduction to course
January 26- Developing Lesson plans and Unit Plans – Read chapter 2 Winter themes
February 2– Using Oral History Read Chapter 5 Self, Others and Community
Weather traditions
February 9– Comparing Non-fiction and Fiction texts Read Chap. 6 Culture, Diversity – Chinese New Year Celebration
February 16 – Examining Primary Sources – Read Chapter 7 – Study of Time, Continuity
Patriotic Celebration
February 23 – AITC visit
March 1– Developmentally Appropriate Geography Read Chap. 8 – people, places
Women’s History Month
March 8– Creating a Community of Learners – Read “Rethinking Columbus” Iditarod
March 15 – Spring Break
March 22–Spring Celebration and building statistical Literacy – read 3 articles Potato Day
Presentations Begin
March 29– The Inquiry Process Read Chap. 9 – Production, Consumption
April 5– Strategies or English Language Learners Read Chap 11 – Global Connections
April 12– Native Americans/Thanksgiving - read articles from SSYL
April 19– Units due – Paper copy to instructor and submit to Livetext
April 26– Children advocating change – Read Chap. 10 – Developing Citizenship
May 3– Culminating activities
May 10– Final Exam 8-10 AM.

CI 361 Stearns