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 – Spring 2016

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Office Hours: M 12-4  
T R 11-12 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.

and

Zarillo, James J. (2007). Teaching elementary social studies: Principles and applications  
(2nd or 3rd ed.*). Upper Saddle River, NJ: Merrill/Prentice Hall.  
*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 362 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. Handout with specific directions for this project will be provided.

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 ©2006 National Council for the Social Studies

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. Interactive Bulletin Board Display. See class handout on this assignment for more information.** Bulletin Board must relate to your unit of instruction. The presentation is to include:
   1) An example/display for class members to view. These will be presented on tri-fold boards and displayed for the class on the assigned day.
   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 standards, 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. Culture/food activity—The food 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 role play with handout .................................................................. 30 pts
- Time Line Resource ....................................................................................................... 50 pts
- Dog/blog activity ............................................................................................................ 20 pts
- Bulletin Board display .................................................................................................... 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

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 TEP artifacts and rationales are not turned in at the end of the semester.

Tentative Topics and Class Calendar:

January 21 - Introduction to Course and Ten Thematic strands for teaching social studies

Read chapter one of the text And Introduction to Economics


January 28 - Deliberation and Critical Thinking


February 4 - Introduction to media literacy, importance of multiple sources, primary documents

Stevens, R., & Starkey, M. (2007). Teaching an Interdisciplinary Unit on Shelter. Social Studies and the Young Learner, 20(1), 6-10. & Geography, Economics, and creating projects to engage students.


February 11 - Guest Speaker


February 25 - An Introduction to Political Science: Teaching Democracy


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

March 3 - Guest Speaker - Diversity

March 10 - Exam 1

March 17 - spring break

March 24 - Geography and Economics – Read Chapter in text and assigned articles.

April 7 – Cooperative Learning in the social sciences Read chapter in text about Cooperative Learning – Bring text to class. & Assessment in the social sciences – read chapter in text about assessment

April 14. State and Local Resources – Guest Speaker from USFD & Universal Design for Learning
Reading: 1) UDL Guidelines 1.0 Introduction and One-Page Chart (http://www.cast.org/publications/UDLguidelines/version1.html)

APRIL 21 – Visit to local cemetery

April 28 – Rethinking Thanksgiving: Myths & Misgivings & Teaching About Native Americans

May 5 - Current Events & Bulletin Board Presentations & Culminating Activities/Review

May 12 - 12:30-2:30 – comprehensive Exam.

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

**Standards Connections**  Requirements of 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:

<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>Culture/Food 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>
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<tr>
<td>Middle Level Standards for Illinois</td>
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<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>
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<tr>
<td>National Educational Technology Standards</td>
<td>19</td>
<td>19</td>
<td>4, 6, 10, 15, 19</td>
<td>2, 5</td>
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Profiles for Technology-Literate Teachers  [http://cnets.iste.org/teachers/t_profile-pro.html](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.

CI 362 Stearns