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 2017

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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

Zarillo, James J. (2011). Teaching elementary social studies: Principles and applications

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. **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.

9a. 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
   3. **2a. Relationship of food to historical time period,**
2b. Credible Children’s literature selection that supports cooking activity/time frame.

10. 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) Pinterest Links
      5) Teaching Strategies, Differentiated Learning, Graphic Organizers
      6) Children’s Literature Bibliography – to include all books **read or shared** in class.

11. 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 classroom. 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.

12. 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

13. 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
- 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 19 - Introduction to Course and Ten Thematic strands for teaching social studies

Read chapter one of the text And Introduction to Economics

January 26 - **Deliberation and Critical Thinking**


**Chinese New Year Celebration** - culture

February 2- **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 16– **AITC Guest Speaker**

February 23- **An Introduction to Political Science: Teaching Democracy**


March 2- **Current events – teaching about the Iditarod**

March 9 - Exam 1

March 16 – spring break

March 23– **Geography and Economics – Read Chapter in text and assigned articles. Potato Day.**

April 6 – **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 13. View of Videos of teaching vignettes and **Universal Design for Learning**

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

**APRIL 20 – Local History**


**Local history**


**April 27 - Rethinking Thanksgiving: Myths & Misgivings & Teaching About Native Americans**


May 4 - **Current Events & Bulletin Board Presentations** & Culminating Activities/Review

May 11 - **Final 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</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</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,</td>
<td>2, 3, 4</td>
<td>1, 2, 3, 4,</td>
</tr>
</tbody>
</table>
Professional Teacher Standards

<table>
<thead>
<tr>
<th>Middle Level Standards for Illinois</th>
<th>4, 2, 8, 9</th>
<th>1, 4, 8, 9</th>
<th>4, 7, 8, 9, 10</th>
<th>1, 2, 4, 5, 6, 8, 10</th>
<th>1, 4, 8, 9</th>
<th>2, 4, 8, 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Educational Technology Standards</td>
<td>19</td>
<td>19</td>
<td>4, 6, 10, 15, 19</td>
<td>2, 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Teacher Education Program

The Teacher Education Program (TEP) at Southern Illinois University Carbondale is fully accredited by the National Council for the Accreditation of Teacher Education/ Council for the Accreditation of Educator Preparation (NCATE/CAEP) and by the Illinois State Board of Education. Spanning the entire university, the Teacher Education Program is administered through the College of Education and Human Services and includes majors from the College of Education and Human Services, the College of Science, the College of Liberal Arts, and the College of Agricultural Sciences. Teacher education programs approved by the State Educator Preparation and Licensure Board (SEPLB) are offered at the undergraduate level in early childhood education, elementary education, special education, secondary education, and in majors and minors that lead to the special certificate to teach K-12 art, music, physical education, and foreign languages.

Teacher Education Conceptual Framework:
Preparing Reflective Educational Leaders
The conceptual framework identified by Southern Illinois University Carbondale’s College of Education and Human Services reflects the professional community’s commitment to preparing reflective educational leaders at both the undergraduate and graduate levels. Reflective educational leaders are able to review, reconstruct, reenact, and critically analyze their own and their students’ performances as a means to formulate explanations with evidence. A reflective educational leader fosters his/her professionalism in practice when he/she values students’ myriad identities, equips students with the literacies required to participate in a democratic society, and engages stakeholders to make this learning accessible, rigorous, and relevant.

Our conceptual framework views the professional development of teachers and other educational personnel to be an evolutionary and maturational process. Our goal is to prepare a competent, reflective educational leader, ready to assume the responsibilities of educating individuals but with full awareness that his or her induction into the profession continues throughout the duration of his or her professional career. We believe that our teacher candidates not only practice reflective thinking but also become practitioners of reflective action. We believe that effective teaching is characterized by interactions with students to present subject matter, followed by informed reflection on these interactions and presentations. Teachers should make decisions among methods and content based on their competence in both subject matter and pedagogy, rather than acting as technicians following a predetermined curriculum. All unit programs are aligned to the Illinois Professional Teaching Standards as well as standards from their respective content areas.

The model below represents the three major tenets of SIU’s Teacher Education Program: Literacies, Identities, and Engagement:

**Literacies:**

*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 (Chessin & Moore, 2004; Crowe, Connor, & Petscher, 2009; Cunningham & Stanovich, 2001; Delpit, 1995; Kear, Coffman, McKenna, & Ambrosio, 2000; Leinhardt & Young, 1996; McKenna & Kear, 1990; Moje, 2008; Perry, & Delpit, 1998; Shulman, 1987; Schwartz, 2005; Wilson, 2006; Wineburg, 2001).

Identities:

**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. Using these experiences they create instructional opportunities to maximize student learning (Brown, 2005; Cramer, 2006; Epstein, 2009; Irvine, 1997; Olsen, 2010; Rose & Meyer, 2002; Vygotsky, 1962/1996; Washburn, Joshi, & Binks-Cantrell, 2011).

Engagement:

**Reflective educational leaders** are ethical and reflective practitioners who exhibit professional engagement by providing leadership in the learning community and by serving as advocates for students, parents or guardians, and the profession (Amatea, Daniels, Bringman, & Vandiver, 2004; Bemak, & Chung, 2008; Hiebert, Morris, Berk, & Jansen, 2007; Keys, Bemak, Carpenter, & King-Sears, 1998; Lach & Goodwin, 2002; Ladson-Billings, 1995; McCann & Johannessen, 2008; Ratts, DeKruyf, & Chen-Hayes, 2007).

Dispositions

The professional attitudes, values, and beliefs demonstrated though verbal and nonverbal behaviors (dispositions) as educators interact with students, families, colleagues, and communities should support student learning and development. These dispositions are:

The candidate demonstrates professionalism:
- dependability and reliability
- honesty, trustworthiness, ethics
- enthusiasm, love of learning and commitment to the profession

The candidate values human diversity:
- shows respect and sensitivity to the learning needs and abilities of all individuals
- shows respect and sensitivity to the diverse cultures, languages, races, and family compositions of all individuals
- strives for best practices to address diverse learning needs and abilities of all individuals
- strives for best practices to address diverse cultures, languages, races, and family compositions of all individuals
- collaborates with diverse peers, professional colleagues, staff and families

SIU Southern Illinois University
College of Education and Human Services
The candidate develops professionally:
- engages in ongoing acquisition of knowledge
- engages in development of research-based practices
- assesses own performance and reflects on needed improvements

References


Syllabus Attachment Spring 2017

IMPORTANT DATES *
Semester Class Begins: ................................................01/17/2017
Last day to add full-term course (without Dean’s signature): …..01/22/2017
Last day to withdraw from the University with a full refund: ……01/27/2017
Last day to drop a full-term course for a credit/refund:……………01/29/2017
Deadline to apply to graduate at the end of this term: ...............04/2/2017
Final examinations: ..................................................05/8-05/12/2017
Commencement: ..........................................................05/13/2017

*For more detailed information on the above deadlines, please visit http://registrar.siu.edu/calendars. For add/drop dates that apply to shorter-than-full-term courses, please look at the Schedule of Classes search results at http://registrar.siu.edu/schedclass/index.php

SPRING SEMESTER HOLIDAYS
Martin Luther King Jr.’s Birthday Holiday 01/16/2017
Spring Break 03/11—03/19/2017

WITHDRAWAL POLICY – Undergraduate only
Students who officially register for a session must officially withdraw from that registration in a timely manner to avoid being charged as well as receiving a failing grade for those classes. An official withdrawal must be initiated by the student, or on behalf of the student through the academic unit, and be processed by the Registrar’s office. For the proper procedures to follow when dropping courses and when withdrawing from SIU visit: http://registrar.siu.edu/students/withdrawal.php

INCOMPLETE POLICY – Undergraduate only
An INC grade may be assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments for the course. An INC must be changed to a completed grade within one full semester (undergraduates), and one full year (graduate students), from the close of the term in which the course was taken or graduation, whichever occurs first. Should the student fail to complete the remaining course requirements within the time period designated, the incomplete will be converted to a grade of F and such grade will be computed in the student’s grade point average. For more information visit: http://registrar.siu.edu/grades/incomplete.php

REPEAT POLICY
An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit more than once. For students receiving a letter grade of A, B, C, D, or F, the course repetition must occur at Southern Illinois University Carbondale. Effective for courses taken Summer 2013 or later, only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. This policy will be applied to all transferrable credit in that only the last grade will be used to calculate grade point average. Only those courses taken at the same institution are considered repeats under this policy. See full policy at http://registrar.siu.edu/grades/incomplete.php

GRADUATE POLICIES
Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please refer to the graduate catalog at http://gradschool.siu.edu/about-us/grad-catalog/
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 contact DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements. 
http://disabilityservices.siu.edu/

PLAGIARISM
Student Conduct Code http://sr.siu.edu/student-conduct-code/

SAFETY AWARENESS FACTS AND EDUCATION
Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been har-assed or assaulted, you can find the appropriate resources here:
http://safe.siu.edu

SALUKI CARES
The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an im-portant part of the community. For Information on Saluki Cares call (618) 453-1492, email siucares@siu.edu, or http://salukicares.siu.edu/

SIU’S EARLY WARNING INTERVENTION PROGRAM (EWIP)
Students enrolled in courses participating in SIU’s Early Warning Intervention Program might be contacted by University staff during a semester. More information can be found at the Core Curriculum’s Overview webpage: http://corecurriculum.siu.edu/program-overview/

EMERGENCY PROCEDURES
We ask that you become familiar with Emergency Preparedness @ SIU. Emergency response information is available on posters in buildings on cam-pus, on the Emergency Preparedness @ SIU website, and through text and email alerts. To register for alerts visit:
http://emergency.siu.edu/

STUDENT MULTICULTURAL RESOURCE CENTER
The Student Multicultural Resource Center serves as a catalyst for inclusion, diversity and innovation. As the Center continues its work, we are here to ensure that you think, grow and succeed. We encourage you to stop by the Center, located in Grinnell Commons, to see the resources available and discover ways you can get involved on the campus. Visit us at http://inclusiveexcellence.siu.edu/

LEARNING AND SUPPORT SERVICES
Help is within reach. Learning support services offers free tutoring on cam-pus and math labs. To find more information please visit the Center for Learning and Support Services website:
Tutoring: http://tutoring.siu.edu/
Math Labs http://math.siu.edu/courses/course-help.php

WRITING CENTER
The Writing Center offers free tutoring services to all SIU students and facul-ty. 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 discrimi-nation cases. For more information visit: http://diversity.siu.edu/

MILITARY COMMUNITY
There are complexities of being a member of the military community and also a student. Drill schedules, calls to active duty, complications with GI Bill disbursement, and other unforeseen military and veteran related develop-ments can complicate academic life. If you are a member of the military community and in need of accommodations please visit Veterans Services at http://veterans.siu.edu/

Additional Resources:
ADVISEMENT: http://advisement.siu.edu/
SIU ONLINE: https://online.siu.edu/
SALUKI SOLUTION FINDER: http://solutionfinder.siu.edu/
MORRIS LIBRARY HOURS: http://libguides.lib.siu.edu/hours