

Education 295 - Teaching Elementary Social Studies

Spring 2013 M: 9-11am.

I. Instructor:

Dr. Mulcahy

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Office Hours:

By appointment and

Tuesday & Thursday: 11:00 – 12:00;

Monday: 11:00 – 12:00.

Required Text:

Lee, J. K. (2008). *Visualizing elementary social studies methods*. Hoboken, NJ: John Wiley & Sons, Inc.

Course Description:

The purpose of this course is to provide pre-service elementary teachers with the means to design effective social studies instruction. The thrust of the course will be the development of practical teaching and assessment methods for elementary social studies that are grounded in theory and research.

Participants will gain a variety of teaching techniques for the wide variety of content areas in social studies, with an emphasis on the North Carolina Essential Standards for elementary social studies.

Further, the effective use of technology to teach social studies will be addressed.

Course Goals:

Upon successful completion of this course, students will be able to:

Develop lesson plans and assessment tools for effective elementary social studies instruction that address state and national standards;

Utilize a variety of methods and instructional techniques in order to teach social studies in a student-centered, activity-based manner;

Effectively integrate technology resources in their teaching;

Engage students in critical and higher-order thinking as they present multiple perspectives;

Become a reflective practitioner;

Develop the knowledge, skills, and dispositions of an effective educator as espoused by the Wake Forest University Education Department's Mission Statement.

[Engage with issues of sustainability and throughout the social studies in ways that are transferable to the elementary classroom environment.](#)

Dispositions:

Content: Teachers have a broad knowledge, know the content appropriate to their specialty, understand the ways their teaching area connects to the broad curriculum, and know relevant applications of the content they teach.

Caring: Teachers enjoy spending time in the company of children and young adults, learn about each of their students, maintain the dignity of each student, and express pride in their students' accomplishments.

Pedagogy: Teachers know the ways learning takes place, use a variety of methods, are expert communicators, have strong technology skills, plan instruction that is appropriate, use a variety of tools,

teach critical thinking and problem solving skills, help students develop skills of teamwork, leadership, and cooperation, and instill a love of learning.

Diversity: Teachers demonstrate their belief that diversity is a strength, treat students as individuals, know and respect the influence of race, ethnicity, gender, and religion on a child's development, adapt their teaching to students with special needs, and work collaboratively with the families of their students.

Leadership: Teachers lead in their classrooms and school, advocate for schools and children, function effectively in a complex community environment, meet high ethical standards of practice, and advocate for the teaching profession.

Reflection: Teachers analyze their teaching, collaborate with colleagues, use research in their classrooms, and continue to grow professionally.

Technology: Teachers recognize that their students must possess the knowledge and skills to function in a 21st Century environment and use technology effectively and appropriately to enhance instruction, assessment, productivity, and communication with school and professional communities.

General information:

If you have a diagnosed learning disability that may require an accommodation, please talk to me and contact the Learning Assistance Center, 758-5929, within the first two weeks of the semester.

Course Requirements and expectations

i. Attendance is required for seminars. As each meeting is about 10% of our contact hours, each missed class meeting will result in a lowering of one's grade by one letter grade. Emergencies need to be officially documented and be true emergencies. Always inform me of any emergency that could keep you from attending as soon as possible. With this in mind, note that excessive lateness will be counted towards hours missed.

NB: Interacting with any electronic device is considered being absent for the day. Please turn off all such electronics before coming to class. Such devices include laptops, cell phones and mp3 players.

ii. No late assignments. No assignments will be accepted if they are late. Again, absence is not an excuse. If you cannot avoid missing a class when an assignment is due, have someone bring it for you or get it to me before class time. Late assignments create a backlog of understandings and work that quickly becomes insurmountable. Please *do not* email any assignments without clearing it with me first.

Grade evaluation:

Attendance and Participation: 15%
Writing assignments: 10%
Resource gathering: 10%
Cultural narrative (evidence 2): 20%. (2 parts, each 10%)
Electronic portfolio: 10%
Group Project: 20%
Final exam: 15%

Course Outline of Topics

Week 1 – Jan. 28 (Wed. 1/20)

Introduction to class and Lee Chpt. 1 (Content vs. method)

What is effective instruction? What are the characteristics of an effective educator?-writing assignment.

What is social studies?

The context of social studies

[What is sustainability? Concept of sustainability in teaching social studies](#)

Methods:

Three approaches to social studies instruction?

Week 2 – Feb. 4

So how do we teach?

Bloom's Taxonomy revisited. Designing instruction

Methods

Using objectives and specific activities to design effective instruction

Lesson planning

[What is sustainability? Concept of sustainability in classroom practice—incorporating environmentally ‘friendly’ and sustainable practices in lesson planning and material gathering.](#)

Readings & Assignments Due (R&A): Report on creative ways your teachers have incorporated standards into their lesson (even if not social studies.) Bring back examples.

Lee Chpts. 2 & 4.

Social Studies autobiography—writing assignment.

Week 3 – Feb. 11

Evidence 2: Cultural Narrative Project; e-portfolio independent work. Conferences.

R&A: Kincheloe, Joe. Getting Beyond the Facts: (excerpt), and a 1 page response.

Week 4 – Feb. 18

[Visitors: World Population Connection. Environment, ecology and sustainability.](#)

R&A: E-portfolio up and running. [Writing assignment: How are some ways you might incorporate issues of sustainability into your classroom. Develop two skeletal lesson plans that each develop one of these ideas in two separate social studies areas.](#)

Week 5 – Feb. 25

Teaching for Geographic Awareness

Interactive Teaching and Learning

Methods

[Use of maps. Images, place and environment and peoples’ impact thereon. Local economies \(1-4th grade standards\).](#)

Group Project in-class work

R&A: Lee Chpt. 6 & 9; Evidence 2, Cultural Narrative project: Part I (paper).

Week 6 – March 4

Inquiry using historical sources in the classroom and

Teaching for Historical Understanding.

Methods

Cultural Show and Tell. [How does your show and tell display regard or disregard for sustainable practices.](#)

R&A: Lee Chpts. 3 & 5. Show and tell.

March 11—Spring Break

Week 7 – March 18

Teaching for Civic Competence;

Teaching Social Studies in a Diverse Society;

Civics/citizenship education. [The 21st century citizen and sustainability. What skills and knowledges should be part of how we conceive of citizenship. Diversity, environment and sustainable practices are important elements. In what ways could these awarenesses be developed in the classroom.](#)

(Show and Tell).

R&A: Lee Chpts. 7 & 12.

Evidence 2, Cultural Narrative project: Part I-paper.

Week 8 – Mar. 25

Differentiating instruction

Direct Teaching and Learning;

Interactive Teaching and Learning

Methods

Cooperative learning

e-portfolio sharing

[Sustainable classroom practices: exploring the environment as part of classroom practice.](#)

R&A: Lee Chpt. 8. E-portfolios have samples in all categories.

Week 9 – April 1

Planning for Active Learning;

Media Literacy

Methods

Active learning

Awareness of media

Group Project presentations

[Sustainable classroom practices continued.](#)

R&A: Lee Chpts. 10 & 11.

Week 10 – April 8

Evidence 2, cultural narrative: Part II- presentations.

Final meeting –April 15

Review of e-portfolios

Final Exam.