

**University of North Carolina at Greensboro
School of Education
Department of Curriculum and Instruction
CUI 360-02
Elementary Social Studies Methods
August 18-December 8, 2006
Fridays, 12:00-2:50 PM
303 Curry Bldg., UNCG Campus**

FOR WHOM PLANNED: The course is one of six required teaching methods courses for majors in Elementary Education. Only students assigned to a PDS Team are admitted or permission of the instructor is required.

INSTRUCTOR: Dr. Barbara Barry Levin
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OFFICE HOURS: Before or after class or by appointment. Contact me by email at any time.

COURSE PURPOSE:

This course is designed to introduce the content of the North Carolina Elementary Social Studies curriculum (<http://www.ncpublicschools.org/curriculum/socialstudies/scos/>) and the national standards for teaching Social Studies (<http://www.socialstudies.org/standards/strands/>) and will focus on multiple instructional strategies to deliver this curriculum to elementary grade students. In addition, students will also address several INTASC and NETS-T standards in the process of completing assignments for this course. In this course you will develop appropriate knowledge, skills, and attitudes for teaching the Social Studies curriculum in ways that will motivate students to acquire the information skills and modes of reasoning unique to the social studies disciplines of History, Anthropology, Political Science, Sociology, Geography, Economics, and Religion. However, you should know that this is not a content course; rather, it is a teaching methods course. Therefore, you will need to research and learn important social studies content on your own as you learn about ways to teach that content. Furthermore, in this course there is a heavy emphasis on integrating children's literature and computer-based technology into the Social Studies curriculum and on personally experiencing in class the kinds of instructional methods and strategies recommended as current best practices for teaching the Social Studies curriculum. Independent and group work outside of class time is also required.

One of my personal goals is to serve as a resource for you and to model a variety of methods for teaching the Social Studies. Toward this end you will engage in several group tasks, respond to questions about assigned readings and various instructional strategies, collect oral family histories, read and plan ways to teach using children's literature books, go on virtual fieldtrips, develop a TopicPage, learn ways to present about a Notable American including women and

people of color, engage in a Paideia seminar, and otherwise involve yourself in other effective instructional activities. Another goal is to help you develop a teaching style of your own that incorporates a gender-fair, global, and multicultural perspective, and one that is sensitive to the developmental needs of all your students. Finally, I strive to create activities and assignments that will foster discussion and critical reflection about Social Studies curriculum and instruction.

Please note that this is a web-enhanced course that makes extensive use of the Blackboard course management tools found at <http://blackboard.uncg.edu>. All students enrolled in this class must have regular access to the Internet in order to use Blackboard to download, print, and read course materials as well as to upload assignments. All students in this class must activate and regularly check their UNCG email accounts to receive messages from the instructor. Blackboard works best on Internet Explorer and will be problematic for students using AOL. If you do not have Microsoft Office on your computer (Word, PowerPoint, Excel), you will need to download players for these programs so that you can access all the documents for this course by clicking on Student Resources on the Blackboard home page at <http://blackboard.uncg.edu>. You may also refer to this website for help: <http://www.uncg.edu/aas/itc/bborient/>.

TEACHERS ACADEMY CONCEPTUAL FRAMEWORK MISSION STATEMENT:

The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual and cultural diversity and recognizes the importance of a strong knowledge base, reflection, and integration of theory and practice.

UNCG's professional education programs are guided by shared commitments to:

- *equity and excellence in teaching, research, and service*
- *integrity and ethical deliberation in working with students, their families, and university, school and community colleagues*
- *construction of a professional knowledge base through collaboration and collegiality*
- *dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel*

We believe that caring, collaborative and competent professionals possess a strong knowledge base comprised of five types of knowledge:

- *content knowledge*
- *professional knowledge and skills*
- *pedagogical content knowledge*
- *socio-cultural knowledge*
- *critical and reflective knowledge and skills*

Professional education programs at UNCG emphasize dispositions that drive application of the knowledge base and we believe that we must model and monitor these dispositions as conscientiously as we provide opportunities for building the knowledge base. Candidates should display behaviors that are:

- *reflective*
- *ethical*
- *inclusive*
- *engaged in and committed to professional practice*
- *self-efficacious*
- *receptive to feedback*
- *affirming of diversity*
- *professionally responsible*
- *collaborative*

- *dedicated to life-long learning*

COURSE OBJECTIVES:

- Develop knowledge of and actively use the NC Standard Course of Study (<http://www.dpi.state.nc.us/curriculum/socialstudies/>) and the national standards for teaching social studies set forth by the National Council for the Social Studies (<http://www.socialstudies.org/standards/teachers/vol1/thematic.shtml>).
- Gain knowledge about multiple instructional strategies for teaching the Social Studies disciplines of History, Sociology, Anthropology, Geography, Economics, Political Science, and Religion.
- Identify and effectively incorporate current methods of curriculum planning and educational strategies for elementary grades social studies.
- Integrate and use technology and children's literature for teaching the social studies curriculum.
- Plan appropriate social studies lessons for K-5 classrooms.

TEACHING STRATEGIES:

Participants in this course will learn through reading and discussing relevant articles about teaching Social Studies, writing analytically and reflectively, using technology-based tools for learning, engaging in independent and group work, and through curriculum development and teaching lessons and units. You will actively engage as consumers and producers of instructional strategies for teaching the Social Studies curriculum and engage in critical evaluation of various methods teaching for teaching the Elementary Social Studies curriculum.

CRITERIA FOR EVALUATION OF STUDENT PERFORMANCE:

Adherence to the UNCG Academic Integrity Policy and the Teachers Academy Dispositions for Teachers (as described above in the Teachers Academy Conceptual Framework) is expected from all students. Please be sure to read this policy at <http://saf.dept.uncg.edu/studiscp/Honor.html>. 100% attendance, preparation for, and participation in this class are expected and highly valued in this class. Any absence will affect your grade in this course because class time and required participation in discussions, demonstrations, and peer sharing cannot be made up. Arriving late or leaving early more than once will also affect your grade in this course. Preparation for class includes completing all assigned readings and any writing assignments in time to participate wholeheartedly in class discussions. Active participation in all discussions, group projects, and in-class and on-line activities is also expected.

CRITERIA FOR GRADING: Rubrics will be provided for each assignment, but attention to the following is also expected:

- You attend all classes on time, actively participate in all in-class activities and discussions, and display dispositions appropriate for a teacher candidate. Any absence or arriving late or leaving early more than once will affect your grade in this course.
- All work is thorough, thoughtful, and warranted by the readings and ideas presented and discussed in this course.
- All written work is complete according to the assignment and rubric, word processed, and printed clearly.
- You cite all sources, use APA style for all citations, write grammatically, and use a spell checker.

- All written work adheres to UNCG's Academic Integrity Policy and is submitted on time as hard copy, through email, or by posting attachments on Blackboard.

DESCRIPTION OF GRADING CATEGORIES:

- A or $\sqrt{+}$ = Excellent work that demonstrates a clear understanding of the material under study and a *superior* ability to utilize that material in the assignment submitted. All criteria are met. Student work goes beyond the task and contains **additional, unexpected, or outstanding features**.
- B or $\sqrt{}$ = A solid piece of work that demonstrates a good understanding of the material under study and utilizes that material well in the assignment submitted. The student work substantially meets the assignment criteria; if there are omissions or errors, they are very minimal.
- C or $\sqrt{-}$ = Work that demonstrates a basic understanding of most of the material under study and which utilizes that material to some extent in the assignment submitted. The work may contain minor errors or omissions involving relevant material. Work may not address a number of criteria, may not accomplish what was asked, and/or is of poor quality.
- F or 0 = Work that fails to demonstrate a basic understanding of the material under study and fails to utilize relevant material in the assignment submitted. NOTE: Work that is incomplete, inappropriate, and/or shows no comprehension of the class material in the assignment submitted may be revised and resubmitted.

The following grading scale will be used to convert points to grades and vice versa:

A	94-100	A-	90-93	B+	87-89	B	83-86
B-	80-82	C+	75-79	C	70-74		

A grade of C- or points lower than 70 is considered failing for a CUI Methods course and requires the student repeat the course successfully before being allowed to student teach.

REQUIRED READING:

- There is no textbook for this course but students will need to purchase or otherwise acquire several children's literature books to use for assignments in this course. Required readings and other handouts are available on Blackboard at <http://blackboard.uncg.edu> under **200608 Fall CUI-360-02 Elem Social Studies Education**.
- You should acquire at least 5 of the following Social Studies-related children's literature books to begin building your own library:
 - *We Are All Alike, We Are All Different* by the Cheltenham Elementary School Kindergartners
 - *The Story Of Ruby Bridges* by Robert Coles and George Ford
 - *This Is The Way We Go To School* by Edith Baer and Steve Bjorkman
 - *The Keeping Quilt* by Patricia Polacco (NOTE: several other books by Patricia Polacco also have Social Studies themes and there are lots of quilt stories by other authors that you might also choose)
 - *Everybody Bakes Bread* or *Everybody Cooks Rice* or *Everybody Serves Soup* or *Everybody Brings Noodles* by Norah Dooley
 - *How My Parents Learned To Eat* by Ina Friedman
 - *The Day The Relatives Came* by Cynthia Rylant
 - *Back Home* by Gloria Jean Pinkney and Jerry Pinkney
 - *How To Make Apple Pie And See The World* by Marjorie Priceman

- *Ox-Cart Man* by Donald Hall
- *The Little House* by Virginia Lee Burton
- *As The Crow Flies* by Gail Hartman
- *Mapping Penny's World* by Loreen Leedy
- *Me on the Map* by Joan Sweeney

TOPICAL OUTLINE with Essential Questions (EQs):

North Carolina and National Curriculum Standards for Elementary Social Studies

- EQ: What is the NC Social Studies (SS) curriculum for each grade level?
- EQ: How do the national standards for SS correlate to the NC SCOS objectives?

Understanding the Need for Multicultural Education:

1. EQ: What are the goals of teaching Social Studies in a diverse society?
2. EQ: How does Multicultural Education connect to Family History?
3. EQ: What is equity pedagogy and how does it relate to teaching SS?

Primary and Secondary Sources:

- EQ: What are primary & secondary sources and why are they important in teaching the SS?

Family Oral History:

- EQ: Why is Family History important?
- EQ: What are some instructional strategies for integrating Family Oral History into the SS curriculum?

Understanding and Using Bloom's Taxonomy

- EQ: What is Bloom's Taxonomy and how can you use it when planning SS lessons?

Evaluating Multicultural Children's Literature:

4. EQ: How do you evaluate high-quality, multicultural children's literature?

Principles for Designing SS Lessons and Units:

5. EQ: How do you use the principles of Understanding by Design to combine to plan a SS unit sketch incorporating multicultural children's lit and Bloom's Taxonomy?

Assessing Learning and Understanding in Social Studies:

6. EQ: What are the pros and cons of various assessments used in teaching SS? What kinds of understanding do they promote?

Multiple Instructional Strategies for Teaching the Social Studies Curriculum:

7. EQ: What are some instructional strategies for integrating family history into the SS curriculum?
8. EQ: What are our local community resources for teaching SS and how should you use them?
9. EQ: What are some instructional strategies for including underrepresented groups (women and people of color) into the SS?
10. EQ: How do you conduct a Paideia seminar and why would you want to?
- EQ: How do Multiple Intelligences fit into the SS curriculum?
- EQ: How can you integrate Math in Social Studies?

Integrating Technology into the Social Studies Curriculum:

- EQ: What can teachers do about the Digital Divide?
- EQ: What are Virtual Fieldtrips?
- 11. EQ: What are TopicPages and how are they structured?

How do you teach Geography in the Social Studies Curriculum?

- EQ: What are the 5 themes of Geography?
- EQ: How can you use children's lit and learning centers to teach Geography?
- EQ: How can you organize learning centers for teaching Social Studies?

- EQ: How can you assess learning at centers?

How do you teach Economics in the Social Studies Curriculum?

- EQ: What are the major Economic concepts that elementary students should understand?
- EQ: What are some fun ways to teach Economics to elementary age students?

How you teach about Religion in the Social Studies Curriculum?

12. EQ: How do you teach about Religion in the SS curriculum?

COURSE ASSIGNMENTS:

(1) Written responses to assigned readings (15%). Individual written reflections/responses on readings or class activities will be expected to be turned in at either the beginning or end of each class in either hard copy or online as directed. **These are individual assignments due almost each week.**

(2) Virtual Fieldtrip (VF) Lesson Plan (10%). You will select a destination and develop a lesson plan for a Social Studies-related Virtual Fieldtrip on the Internet and use the Lesson Builder on TaskStream to structure your lesson plan. **This is an individual project due September 8th.**

(3) Family Oral History Project (10%). You will create and present a quilt square about yourself and/or your family, interview someone to collect a family story to share in class, and bring an artifact or jackdaw to class. **This is an individual project that you will share in class no later than September 15th.**

(4) Creating a TopicPage (TP) (15%). You will develop a TopicPage using either MS Word, PowerPoint, or Netscape Composer about a Social Studies topic/objective for students in the grade level that you are currently interning. **This is an individual or partner project due on September 29th.**

(5) Literature-based Unit Sketch including Bloom's Taxonomy (15%). You will select a high-quality children's literature book with a multicultural theme, evaluate it, develop questions and activities for it using Bloom's Taxonomy, and then create a Unit Sketch around this book. **This is an individual or partner project due October 13th.**

(6) Critical Performance (15%). You will write a lesson plan and teach your Virtual Fieldtrip (VF) or TopicPage (TP) to students (several small groups are preferred), assess their learning of the content in your VF or TP, collect samples of student work related to your VF or TP, and write a reflection about your students and your own learning. **This is an individual assignment to be posted on TaskStream under CUI 360 and submitted for evaluation to Dr. Levin no later than November 3rd.**

(7) Notable American Research and Presentation (10%). You will research the life and accomplishments of a Notable American woman or person of color, develop a one-page handout about this notable person, and be prepared to talk in first person (as if you are this person) for 3 minutes. You will also either dress up as this Notable Person or use appropriate props during your presentation. This is an individual assignment only **due December 1st.**

(8) Final exam (10%) **A final exam will be given on December 8th at 12 noon.** It will be comprehensive and will include information "covered" in the readings and the class discussions. Study questions will be provided in advance.

PORTFOLIO ARTIFACTS:

You will complete many assignments in this course that will meet a variety of standards in your TaskStream Portfolio, which is required for your Elementary Education degree. Your Critical Performance (CP) for this course must be posted on TaskStream for CUI 360 no later than November 3rd. It will consist of five (5) parts: (a) Either the actual VF or TP and (b) the lesson plan you develop to teach it, (c) the Assessment(s) you develop to see what your students have learned from your lesson, (d) Examples of student work, and (e) your Reflection on this entire

process. Additional work from this course may also be posted in TaskStream, but must be posted on TaskStream before you submit your Critical Performance for Evaluation. The following chart show what standards are fulfilled by completing each assignment for this course.

Assignment	INTASC	ISTE/NETS for Teachers	NC Standards for Elementary Teachers
Responses on readings (15%)	1, 2, 3, 7, 8, 9, 10	II a, e VI b, d, e	4, 7, 11,14
Virtual Fieldtrip Lesson Plan (10%)	1, 2, 3, 4, 7, 8	I b, II a-e, III a-c, VI b, d, e	4, 7, 11
Family Oral History Project (10%)	2, 3, 4, 5		7, 8, 11
TopicPage (15%)	1, 2, 3, 4, 6, 7, 8	I b, II a-e, III a-c, VI b, d, e	4, 7, 11
Multicultural, literature-based Unit Sketch using Bloom's Taxonomy (15%)	1, 2, 3, 4, 7, 8		4, 7, 11
Critical Performance (15%)	1, 2, 3, 4, 6, 7, 8	I b, II a-e, III a-c, VI b, d, e	4, 7, 11
Notable Americans Research and Presentation (10%)	1, 2, 3, 4, 7, 8	I b, III a-c,	4, 7, 11
Final Exam (10%)	1, 2, 3, 7, 8		4, 7, 11

RECOMMENDED READINGS:

- Berson, M.J., Cruz, B.C., Duplass, J.A., & Johnston, J.H. (2006.) *Social studies on the internet*. New York: Prentice Hall.
- Grant, S.D., & VanSledright, B. (2006). *Elementary social studies: Constructing a powerful approach to teaching and learning*. Boston: Houghton Mifflin.
- Irvine, J.J., & Armento, B.J. (2001). *Culturally responsive teaching: Lesson planning for elementary and middle grades*. Boston: McGraw-Hill.
- Levstik, L.S., & Barton, K.C. (2005). *Doing history: Investigating with children in elementary and middle schools*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Maxim, W. (2006). *Dynamic social studies for constructivist classrooms*. New York: Prentice Hall.
- North Carolina Standard Course of Study for the Social Studies: <http://www.ncpublicschools.org/curriculum/socialstudies/scos/>
- National Council for Social Studies National Standards: <http://www.socialstudies.org/standards/strands/>
- Oberchin, K.M. & Morris, R.V. (2006). *50 social studies strategies for K-8 classrooms*. New York: Prentice Hall.
- Turner, T. (2004). *Essentials of Elementary Social Studies*. Boston: Allyn & Bacon.