

**EDUC 4261 Departmental Syllabus**  
2006-2007

**TEACHING CONTENT AND PROCESS: SOCIAL STUDIES EDUCATION**

3 Semester Hours

**COURSE DESCRIPTION:** Prerequisite: Admission to Teacher Education. Students will examine the current content and methodology of social studies education for young learners (grades P-5). Students will design and implement learning experiences that incorporate the knowledge, skills, and attitudes appropriate for an elementary social studies program. Field experience required.

**CONCEPTUAL FRAMEWORK**

The Division of Education's mission is to provide excellence in the initial preparation of professional educators for diverse settings who are competent and effective teachers, who can bring diverse learners to high academic achievement and to be able to work toward school improvement. This mission statement is supported by the Division's philosophy embedded in the purpose statements, and further expressed in the Division's goals, is the content for how professional, state, and institutional standards are addressed in the professional teacher education programs. Proficient demonstration of the Professional Outcomes (knowledge, skills, and dispositions) of the Conceptual Framework embraces the competencies and proficiencies of the INTASC Principles and the Georgia State Standards. The Division believes that each of the Professional Outcomes is of equal value, and is critical to the preparation of professional educators to be competent and effective teachers, and leaders in school improvement. Faculty members emphasize the importance of preparing caring, dedicated, skilled professional educators who are committed to offering children equitable educational opportunities to become lifelong learners. The ten Professional Outcomes (Knowledge, Adaptive, Leader, Decision Maker, Proactive, Culturally Sensitive, Reflective, Empathetic, Collaborative and Lifelong Learner) are what the Division believes proficient teacher candidates should exhibit upon program completion.

**COURSE OBJECTIVES**

Students will:

1. demonstrate knowledge of the social studies program as part of total educational process of school (Ellis, 1995; Martorella, 1994; Michaelis & Garcia, 1996; Parker & Jarolimek, 1997) Empathetic, Knowledgeable, and Reflective
2. integrate content from social science disciplines appropriate for elementary grade children (Ellis, 1995; Martorella, 1994; Michaelis & Garcia, 1996; National Association for the Education of Young Children, 1989; National Council for the Social Studies, 1989; National Geography Society, 1994; Parker & Jarolimek, 1997; Seefeldt, 1997) Knowledgeable and Reflective

3. identify the skills needed by children to participate effectively in a democratic society (Banks, 1994; Ellis, 1995; Gay, 1994; Johnson & Johnson, 1991; Michaelis & Garcia, 1996; National Association for the Education of Young Children, 1989; Parker & Jarolimek, 1997; Tiedt & Tiedt, 1990; Seefeldt, 1997) Decision Makers, Lifelong Learners, Collaborative, Culturally Sensitive, Knowledgeable, Proactive, and Reflective
4. critique materials available to use in teaching social studies (Ellis, 1995; Martorella, 1994; Michaelis & Garcia, 1996; National Association for the Education of Young Children, 1989; National Council for the Social Studies, 1989; National Geography Society, 1994; Seefeldt, 1997) Lifelong Learners, Empathetic, Knowledgeable, Proactive, and Reflective
5. design and implement strategies used in teaching social studies, including those for handicapped and multicultural students (Banks, 1994; Ellis, 1995; Gay, 1994; Johnson & Johnson, 1991; Tiedt & Tiedt, 1990) Empathetic, Knowledgeable, and Reflective
6. comprehend and use the inquiry processes in their teaching strategies (Ellis, 1995; Martorella, 1994; Michaelis & Garcia, 1996) Empathetic, Knowledgeable, and Reflective
7. demonstrate interdisciplinary teaching with special emphasis on language arts, mathematics, and science (Ellis, 1995; Michaelis & Garcia, 1996; National Association for the Education of Young Children, 1989) Empathetic, Knowledgeable and Reflective
8. integrate current topics and trends (i.e., multicultural education, global education, career education, character education, and current events) in the elementary social studies curriculum (Banks, 1994; Ellis, 1995; Gay, 1994; Tiedt & Tiedt, 1990; Tye, 1991) Empathetic, Knowledgeable, Reflective
9. demonstrate knowledge and application for evaluating and assessing children's learning of social studies education (Ellis, 1995; Martorella, 1994; Michaelis & Garcia, 1996; National Geography Society, 1994; Parker & Jarolimek, 1997; Seefeldt, 1997) Adaptive, Empathetic, and Knowledgeable

## **TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES**

Required Text: Ellis, A.K. (1995). Teaching and learning elementary social studies (7<sup>th</sup> or 8<sup>th</sup> ed.). Boston: Allyn & Bacon.  
 Fritzer, P. (2002). Social studies content for elementary and middle school teachers. Boston: Allyn & Bacon

Websites: *Georgia Performance Standards*- [www.georgiastandards.org](http://www.georgiastandards.org)  
*Georgia Learning Connection – QCC* – [www.glc.k12.ga.us](http://www.glc.k12.ga.us)

## References:

- Banks, J.A. (1994). Introduction to multicultural education. Boston: Allyn & Bacon.
- Gay, G. (1994). At the essence of learning: Multicultural education. West Lafayette, IN: Kappa Delta Pi.
- Johnson, D.W., & Johnson, R.T. (1991). Learning together and alone: Cooperative, competitive, and individualistic learning (3rd ed.). New Jersey: Prentice Hall.
- Martorella, P.H. (1994). Social studies for elementary school children: Developing young citizens. New York: Merrill.
- Michaelis, J.U., & Garcia, J. (1996). Social studies for children: A guide to instruction. Boston: Allyn and Bacon.
- National Council for the Social Studies. (1989). Teaching social studies in the elementary grades. Washington, D.C.
- National Geography Society. (1994). Geography for life: National geography standards. Washington, D.C.
- National Association for the Education of Young Children. (1989). Appropriate education in the primary grades. Washington, D.C.
- Parker, W.C., & Jarolimek, J. (1997). Curriculum standards for social studies: Expectations of excellence. New York: Merrill.
- Seefeldt, C. (1997). Social studies for the preschool-primary child. Columbus, OH: Prentice Hall Publishing Co.
- Tiedt, P.L., & Tiedt, I.M. (1990). Multicultural teaching. Boston: Allyn and Bacon.
- Tye, K.A. (1991). Global education: From thought to action. Association of Supervision and Curriculum Development. Washington, D.C.

## ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

**Link to Conceptual Framework** The focus of this course is on learning to teach Social Studies effectively in the elementary school setting. Students are presented with research-proven strategies in the University setting and apply their newly acquired knowledge in a field placement. In addition, two major focuses of the course are multicultural education and technology integration. As students progress through the course, they are expected to demonstrate achievement in several areas related to the College of Education conceptual framework. First, students must demonstrate that they are *decision makers* who can plan instruction to best meet the needs of all students (Assignments 1, 3, 4, 5). Students demonstrate their commitment to *lifelong learning* as they continually seek to improve their knowledge, skills, and dispositions for systematic change (All Assignments). Students are expected to be *adaptive* to the diverse needs of learners (All Assignments). The course also allows for *collaboration* among students, university professors, field supervisors, and school-aged children as students complete class and field assignments (Assignment 5). Students show their ability to be *cultural sensitive* and *empathetic* as they plan and deliver instruction to diverse populations (Assignments 1, 2, 5). Students demonstrate that they are knowledgeable of education

theory and practice as they create lesson plans and complete chapter quizzes (Assignments 1, 2, 5). The proactive nature of the students is demonstrated as they take initiative to be effective leaders in the field placement (Assignment 5). Finally, student's reflective abilities are demonstrated in their final field placement portfolio where they include daily reflections of their experiences (Assignment 5)

#### Activities and Assessments:

1. Field Lesson and Mini Lesson: You must teach (2) social studies this semester. One of these lessons must be taught in your field placement. The other lesson will be presented in class as a mini lesson. You will be expected to follow the lesson plan format which will be distributed in class. Mini lessons will be scheduled at the beginning of the semester and should be 15-20 minutes in length. Students should plan "hands on" social studies" activities and provide a lesson plan for each class member. These plans may be submitted to the class through email. However, the instructor must have a hard copy of both plans. ( Objectives # 1-9) Assessment: Rubric
2. Quizzes and Exams: Students must read chapters prior to class meeting. Quizzes will cover material in the assigned chapters. A midterm and final examination will be given. ( Objectives # 1, 2,4, 5, 6, and 8) Assessment: Written Examinations
3. Teaching Unit: Students will develop a 5 day social studies unit with one social studies game to be used with elementary students. The unit should contain the following components: a theme, unit goals, 5 lesson plans (using the social studies lesson plan format), a unit pre and post test, and a social studies game. The web fieldtrip should be incorporated in your unit. (Objectives # 4, 5, 7 and 9).  
Assessment: Rubric
4. Web Fieldtrip: Create a Web Fieldtrip activity on the Social Studies topic of your choice. You will receive training on planning your web fieldtrip. (Objectives #1-9) Assessment: Checklist
5. Field Experience: You will be required to complete a field experience in the local schools. If the student is unsuccessful in completing the Block II Field Experience, the student will fail this course regardless of the student's earned points in this class. Each student will be expected to teach 2 social studies lesson during the semester. All missed days of the field experience must be made up prior to the last scheduled Field Experience day. (Objectives #1-9) Assessment: TEFEE