UNIVERSITY OF NORTH ALABAMA

EED 305
Social Studies for The Elementary Teacher
Three Credit Hours

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Office hours TBA (See Angel Folder)

Course Prerequisite: Appropriate general studies courses.

Course Description:
Background for social studies instruction. Attention also will be given to teaching methods and aids.

Textbook:
Required: Social Studies in Elementary Education. Walter C. Parker, 14th Edition, Macmillan. You will have time to purchased text on line if you choose.
Required: LivetText Firefox recommended
Manila folder for portfolio
Manila folder for article summary and tests
Agenda for dates
Stapler

Course Objectives:

1. Identify major social science disciplines related to the social studies.
2. Introduce students to the scope and sequence of the social studies program in grades K-6.
3. Develop knowledge of academic content and methods to plan and provide a developmentally appropriate curriculum for elementary students in accordance with the Alabama course of Study for the Social Studies 290-3-3-.06(2)(b)4.(i)(I); CF 1-6
4. Develop knowledge of democracy, democratic governmental institutions, values and behaviors that will foster respect for the development of civic competence and civic participation. 290-3-3-3.06(2)(b)4.(i)(II);CF 3-5.
5. Develop knowledge of the major conceptual modes of inquiry from the social studies to promote elementary students abilities to make informed decisions as democratic citizens in a culturally diverse global society and interdependent world. 290 3-3-.06(2)(b)4.(i)(III); CF1,3,4.
6. Survey appropriate materials, including Alabama Course of Study and on-line materials, textbooks to use in the social studies program to allow for teaching the necessary understandings, attitudes and skills in grades K-6.
7. Develop necessary content background for teaching social studies in grades K-6.
8. Identify map and globe skills for grades k-6 and appropriate strategies to teach the skills.
10. Develop knowledge of content reading skills related to social studies.
11. Develop knowledge of guidelines for teaching in diverse classrooms.
12. Develop knowledge of guidelines for using current events and public issues in the classroom.

Course Outline:

I. The Social Studies Curriculum
   A. Definition of the Social Studies
   B. Democracy and Core Democratic Values 290-3-3.06(2)(b)4.(i)(11);CF 3,5.
   C. Goals for the Social Studies
      1. Knowledge and Information
      2. Attitude and Values
      3. Skills
   D. Curriculum Scope and Sequence
   E. Cultural Diversity/Global Issues

II. Curriculum Planning for the Social Studies 290-3-3-.06(2)(b)4.(i)(1);CF 1-6
   A. National Level Planning
   B. State Level Planning
   C. School District Level Planning
   D. School Level Planning
   E. Room Level Planning

III. Contributions of the Social Studies
   A. History
      1. Themes
      2. Teaching Suggestions
   B. Geography
      1. Themes
      2. Teaching Suggestions
   C. Economics
      1. Generalizations
      2. Teaching Suggestions
D. Political Science
   1. Generalizations
   2. Teaching Suggestions
E. Sociology
   1. Generalizations
   2. Teaching Suggestions
F. Anthropology
   1. Generalizations
   2. Teaching Suggestions

IV. Maps, Globes, and Graphics
   A. Basic Make-Up of Maps
      1. Grid work
      2. Scale
      3. Symbols
      4. Color
      5. Legend
   B. Use of the Globe
   C. Instructional Experiences with Maps and Globes
   C. Basic Materials Needed for Map and Globe Instruction
   D. Map and Globe Skills

V. Lesson Planning
   A. Daily Lesson and Unit Planning
      1. Objectives – Alabama Course of Study
      2. Content
      3. Activities
      4. Materials
      5. Evaluation
      6. Reflection
   B. Basic Components of Unit
      1. Demographics
      2. Standards/Objectives/concepts
      3. Assessment
      4. Activities
         1. Initiatory
         2. Developmental
         3. Culminating
      5. Materials and Resources
   C. Teaching Strategies 290 3-3-.06(2)(b)4.(i)(111);CF 1,3,4
      1. Concept Formation
      2. Inquiry
      3. Questioning
4. Cooperative Learning
5. Skills

VI. Using Current Events in the Social Studies
   A. Purpose of Current Events Instruction
   B. Methods of Including Current Events in the Social Studies Program
   C. Activities for Current Events Instruction
   D. Materials Needed to Teach Current Events
   E. Using Daily Newspapers
      1. Organization
      2. Nature of News Stories
      3. Purpose of Headlines
      4. Newspaper Illustrations
      5. Editorial Page
      6. Detecting Bias in News Stories

Course Requirements:

1. You will read assignments from textbook. Exam material will come from textbook, class notes and handouts, class presentations, and other assigned readings

2. You will participate in a panel discussion based on an assigned social science discipline. You will define the discipline, relate the discipline to a standard for an assigned grade level in the Alabama Course of Study for the Social studies, and plan a developmentally appropriate activity that will teach the standard.

3. You will be required to plan and implement (teach) a developmentally appropriate social studies unit based on standards from the Alabama Course of Study. Will be assessed in Livetext (see rubric).

4. You will be required to spend time required for planning with an assigned classroom teacher and other members of your group. This will require time in addition to the regular class time.

5. You will be required to complete assignments that will build a background of information in the social studies content areas. (See content test study guide)

6. You will develop a classroom plan to develop an understanding of democracy, democratic governmental institutions, values, and behaviors that will foster respect for the development of civic competence and civic participation based on core democratic values as defined by Civitas: A Framework for Civic
Education, a bulletin from the NCSS. 290-3-3-06(2) (b) 4. (i)((II); CF 3- 5. Will be assessed in Livetext (see rubric).

7. As part of your unit, you will plan developmentally appropriate strategies to teach your objectives. The strategies should include, but not be limited to the major modes of inquiry from the social studies 290-3-3 06(2) (b) 4(i) (III), CF 1,3,4. Will be assessed in Livetext (see rubric).

8. You will choose a trade book to plan and teach a lesson based on an objective from the Alabama Course of Study (to be taught in an area school library) Will be assesses in Livetext (see rubric).

9. You will examine an assigned grade level unit from the Scott Foresman’s Reading Series and write a reflection based on the embedded social studies standards found in the unit. 290-3-3.06(2) (b) 4. (i)(I); CF 1-6 Will be assessed in Livetext (see rubric).

10. You will develop a portfolio that will include: Summary of social science discussion, Library assignment lesson plan; unit 290-3-3 06(2) (b) 4(i) (III), CF 1-4, service learning project plan, Scott Fores man reading series reflection, (290-3-3.06(2)(b)4.(i)(I); CF 1-6; Classroom plan 290-3-3-06(2) (b) 4.(i)((II),CF 3- 5; and three hour block form.

11. You will be required to summarize a journal article concerning social studies instruction in the elementary school. The summary must be typed. The summary should be a minimum of 2 pages and a maximum of 3 pages. This assignment should include a summary of the article, and a personal assessment of the information in the article including information on how the information can help you teach social studies. The summary should adhere to current APA standards. Assignment must include the stapled summary, a rubric for assessment of the assignment to be found in Angel, and a copy of the article you summarized. Turn in the assignment in a manila folder with your name and section on the front cover. Summaries are due at the beginning of the class period on the designated due date. Grades will be lowered for Summaries turned in later than the designated due date. Summaries will be assessed on content, spelling, sentence construction, and grammar.

12. You will be required to complete a three hour block observation in an assigned cluster school. See cluster schools form.

Assessment:
There will be three major tests during the semester: midterm exam (objectives 1.2.6,8); final exam (objectives 9, 10,11,12); content exam (objective 7); Standard (290-3-3.06(2)(b)4.(i)(l)CF 1-6 will be assessed in portfolio, Livetext assignment (objective 3); )Standard 290-3-3-06(2) (b) 4.(i)(II)CF 3-5 will be assessed on midterm, Livetext assignment (objective 4); Standard 290 3-3-.06(2)(b)4.(i)(III) CF 1-4 will be assessed in unit, Livetext assignment (objective 5). Other grades will come from article summary (scoring guide assessment) and portfolio (scoring guide assessment).

Grading Procedures:

Final grade will be determined by averaging the grades on tests, portfolio, and article critique. The clinicals and all other group assignments are basic requirements for this course and must be completed at the designated time to successfully complete the course.

100 - 93 = A
92 - 84 = B
83 - 75 = C
74 - 65 = D
64 - 0 = F

1. All requirements of the course must be satisfactorily completed to receive credit for the course.
2. To apply credit for this course to a Teacher Education program, the candidate must earn a C or better.
3. To earn a grade of C or better a student must demonstrate proficiency in written and oral grammar skills.

A professional, subjective judgment will be made of all work completed in this class.

Accommodation Statement:

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, a disability is defined as a physical or mental impairment that substantially limits one or more major life
activities as compared to an average person in the population. It is the responsibility of the student to contact Developmental Services prior to the beginning of the semester to initiate the accommodation process and to notify instructors within the first three class meetings to develop an accommodation plan. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Developmental Services.