

EDN 334 Elementary Social Studies Curriculum and Instruction

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- Required Texts: Dynamic Social Studies for Constructivist Classrooms
8th Ed. Maxim, GE (ISBN 0-13-171270-5)
EDN 334 Social Studies Methods Course Packet, S. Burke
- Required Supplies: scissors, glue stick, colored pencils or crayons, markers
- Optional Texts: Classroom Atlas, Rand McNally (You should have access to a current Atlas if you don't purchase this one.)
- Additional Resources: **Journals**
Social Education
Social Studies and the Young Learner
Educational Leadership
NC Geographic Alliance Newsletter
- Books**
Ways That Work: Putting Social Studies Standards into Practice.
Tarry Lindquist, 1997
Social Studies Resources on the Internet: A Guide for Teachers.
Cohen, 1998.
Curriculum Standards for Social Studies: Expectations of Excellence, NCSS, 1994
Best Practice: New Standards for Teaching and Learning in America's Schools. Zemelman, Daniels, and Hyde. 1998
The Differentiated Classroom: Responding to the Needs of All Learners, Carol Ann Tomlinson, 1999.
- Websites**
www.uncw.edu/people/henryc (see websites listed under 2005 NC Social Studies Conference)
www.thinkingmaps.com
www.NCSS.org
www.learnnc.org
www.ncpublicschools.org/Curriculum/socialstudies/
www.lizardpoint.com/fun/geoquiz/ (geography map quizzes)
www.enchantedlearning.com/label/geography.shtml
www.inspiration.com

EDN 334. Social Studies Curriculum and Instruction (K-6) (3) Prerequisites: EDN 301 and six hours of social studies content. An overview of the goals of social studies education and how this affects various patterns of organizing curricular content. The implications of learner developmental characteristics for selecting approaches to instruction from history as well as the social and behavioral sciences will be explored. Emphasis on selection and preparation of appropriate materials including the strategies of inquiry, critical thinking, mapping and graphing, simulation and problem solution. Field experiences required.

Conceptual Framework: The Watson School of Education develops highly competent professionals to serve in educational leadership roles. WSE strives to educate quality teachers who are proficient as decision-makers and reflective practitioners. EDN 334 supports this framework through discussions, class activities, readings, field experiences, projects, and evaluations. All projects require students to take an active role in data driven decision-making. For example, students develop and execute lessons that require them to consult a variety of resources and make evaluative decisions in order to incorporate the most effective strategies and practice. An integral part of this experience is the analysis and reflection on the outcome. Additional focus is on commitment to ethical and professional standards, knowledge of academic content and pedagogy, technology competence, use of appropriate communication strategies, and the ability to meet the needs of diverse learners.

Expectations: Students share in the responsibility for maintaining an environment in which the rights of each member of the academic community are respected. All students shall be responsible for conducting themselves in a manner that helps to enhance an environment of learning in which the rights, dignity, worth and freedom of each member of the academic community are respected.

Disability Statement: If you are a person with a disability and anticipate needing accommodations of any type in order to participate in this class, you must notify Disability Services (Westside Hall, 962-7555), provide the necessary documentation of the disability and arrange for appropriate authorized accommodations. Once these accommodations are approved, please identify yourself to me in order that we can implement these accommodations.

Overview: The purpose for this course is to develop an awareness of the nature and purpose for social studies education in the elementary school. Social Studies, as it is conceived in the United States, is the study of human behavior; past, present, and, in some instances, future. The social science disciplines and humanities contribute to our knowledge of human behavior politically, environmentally, historically, and in a multitude of interactions. By providing students with tools that can help them interpret their behavior and the behavior of others, we will move toward making social studies something one does and something one uses; not merely something one knows. Methods for Social Studies is designed to provide a bridge between students' academic work in history, geography, economics, government, sociology, and in high school and college and the demands they will face as a classroom teacher. The focus of the course is instructional design and delivery. The field experience provides the opportunity for applying the material presented. As new teachers, students will have to decide which content elements to emphasize, how to organize lessons, which instructional techniques to use, and when and how to evaluate. This course is designed to provide participants with an understanding of the tools of the social studies professional as well as to introduce practical techniques for selecting materials and strategies specific to desired learnings. (Curricular Studies-Watson School of Education)

Course Objectives: This course will introduce participants to a variety of methods and strategies for teaching social studies as well as opportunities to reflect in order to become effective decision makers selecting and implementing appropriate materials and methods through evaluation and reflection. Participants will also explore national standards and North Carolina objectives for elementary social studies. The following course objectives will challenge participants to become problem solvers analyzing their practices. Through class discussions, projects, readings, and field experiences, participants will

1. Locate and evaluate major resources for social studies education and describe trends relevant to teaching in our changing information age society.
2. Describe and demonstrate logical ways of sequencing social studies strategies to promote productive learning.
3. Develop lessons, individualize materials, identify appropriate assessment strategies, and plan unit of study using the formats provided.
4. Demonstrate knowledge of basic instructional design and delivery in a peer teaching setting.
5. Demonstrate knowledge of the content of the social studies disciplines in a place geography test.
6. Plan strategies to differentiate instruction to accommodate the diversity of students and learning needs found in elementary classrooms.
7. Use technology as a tool for instruction, using the Internet as a resource and as a tool for communication.
 - Use web search engines and specific web addresses or bookmarks to find resources for instruction (*e.g.*, *NC Standard Course of Study* for specific content area and grade level, *NC Computer Skills* for a specific grade, or professors' web sites).
 - Create a list of useful Internet addresses (URLs). Students will use the Internet to acquire resources for use in unit plans and lesson plans.
 - Incorporate materials selected from web sites in the course, unit, and lesson designs.
 - Familiarize students with key social studies specific websites and software programs for strategies and content.
 - Discuss in class the social, cultural, ethical, and legal issues involved in using various types of technology and other resources and incorporate into planning to promote productive learning.
 - Guide student use of software.
 - Use the Internet to locate sites containing information regarding the teaching of students with special needs.
8. Become familiar with the national content standards in history, geography, civics, and economics and use these standards in lesson development.
9. Become familiar with the elementary social studies objectives in the North Carolina Standard of Study and use these objectives in lesson development.
10. Connect and integrate social studies with the broad curriculum.

Class Attendance and Participation: In this course, strategies will be modeled and students will be involved in cooperatively analyzing practices advocated for classroom use. Therefore, the presence and participation of each student is important. Plan to attend each class and be punctual; your presence and participation are vital. **More than one absence will lower your final grade, as will multiple tardies, leaving class early, and moving in and out of the classroom during class. (see next page for total points for attendance and participation).** Detailed instructions will be given for projects and assignments as they become due. Participation is an important part of each class. During class, one conversation will ensure that everyone will not miss any information presented. **Holding conversations unrelated to the class discussion as well as pursuing unrelated materials also will result in lowering your participation grade.** Participation also includes being prepared for class which includes texts and materials, participating in class activities and discussions, and having assignments reading when due.

Class Preparation and Assignments: Complete all work to the best of your ability. Read required information and complete written assignments prior to the designated class period. **All assignments should be typed or completed on a word processor.** Writing errors such as spelling, grammar, or punctuation will be taken into consideration and will lower the grade. Assignments should be professional in appearance such as you would submit to your principal or other employer. Assignments should be submitted on the due date to receive full credit. Assignments may be submitted early! (**Please see EDN 334 General Grading Rubric.**) **Late assignments result in a letter grade deduction for each class past the due date.**

Ground Rules for maintaining a classroom environment respectful of all participants: To maintain a professional environment conducive to the learning process for all, please refrain from using cell phones (turn off all cell phones, beepers, etc.) as well as from bringing food or drink to class.

Grading: Grades will come from five different areas and will be averaged together for the course grade. Points will be accumulated in each of five areas and will be added together for the final grade. These areas include –

1) Class Participation, Attendance, Tardiness, Class Activities, Class Preparedness (including having supplies and materials), Class Assignments, and following classroom ground rules:	90 points
3 points per class	
2) Projects and Lessons developed (including assignments Completed outside of class)	130 points
Fold-a-Person	1 @ 10 points 10 points
Chapter papers	4 @ 10 points 40 points
Unit Plan	1 @ 20 points 20 points
Lesson Plans	3 @ 20 points 60 points
3) Field Experience	50 points
4) Midterm and Geography Tests	50 points
5) Final Exam	50 points
Total Course Points	370 points

A and A- range = 333 – 370	A 94 – 100 %
B+, B, and B- range = 296 – 332	A- 90 – 93%
C+, C, and C- range = 259 – 295	B+ 87 – 89 %
D range = 222 – 258	B 84 – 86%
F = below 220	B- 80 – 83%
	C+ 77 – 79%
	C 74 – 76%
	C- 70 – 73%
	D 60 – 69%
	F 59% or below

TaskStream Requirement: Beginning with the fall 2005 semester, the Watson School of Education requires that all education majors enrolled in methods courses maintain an active account on TaskStream, a web-based curriculum builder and portfolio toolset. You are asked to maintain that account for the duration of your program with the Watson School of Education (www.taskstream.com). Students in these courses will use TaskStream to maintain a Professional Development Portfolio. This portfolio includes evidence of your work to demonstrate progress toward meeting exit requirements and professional standards. Your instructor will advise you on how to obtain this account.

Standards of Professional Conduct
 Watson School of Education
 University of North Carolina at Wilmington

Preamble

Educators are entrusted with the care and education of learners at all levels; therefore, they must adhere to a high standard of personal character and conduct in order to serve as positive role models for pupils, families/caregivers, and the community. Professional responsibility begins with a prospective educator’s initial association with the Watson School of Education and continues after their admission as a candidate for licensure. All students associated with the WSE, prior to and after admission to the school, must accept the responsibility for adhering to high ethical standards, as they make a commitment to serve pupils, schools, and their profession. Commitment to ethical and professional standards is expected to continue as candidates are licensed and assume their professional roles. All policies, procedures and regulations contained in the *UNCW Code of Student Life* also apply.

The WSE Standards of Professional Conduct incorporate the following:

- The Code of Ethics for North Carolina Educators (adopted by the North Carolina State Board of Education, June 5, 1997; www.ncpublicschools.org);
- The Code of Professional Practice and Conduct for North Carolina Educators, effective April 1, 1998 (Section 0.600; www.ncpublicschools.org/teacher_education/conductcode.htm); and
- The Watson School of Education professional expectations as identified in the Performance Evaluation Scale exit criteria.

Adherence to these professional standards is expected during all aspects of students’ matriculation and career with the WSE, including practica and field activities. Violations of these Standards of Professional Conduct may result in disciplinary action, including but not limited to withdrawal from courses (including those that require field experiences and practica) and/or dismissal from the teacher education program. Students are also subject to discipline for misconduct as stated in the *UNCW Code of Student Life*.

Commitment to the Education Profession

1. Understands, respects and applies principles of teaching and learning and content knowledge relevant to the area of licensure;
2. Pursues growth and development in the theory, principles, and practices of the profession and uses knowledge and skills appropriately to improve the educational opportunities, experiences, and performance of student learners and colleagues.
3. Demonstrates appropriate behaviors, attitudes and skills related to the conduct of a professional Educator, such as the following:
 - attire appropriate to the setting,
 - punctuality,
 - attendance,
 - professional interactions with peers, faculty, staff, and administrators as well as field-based personnel,
 - development and use of appropriate professional language in oral and written communications, and
 - adherence to institutional policies and procedures.

Commitment to Schools and School Systems

1. Contributes to a classroom climate conducive to learning.
2. Promotes optimal learning opportunities for all those engaged in the educational setting on-campus, on-line or in field experiences and/or practica.
3. Acknowledges and supports diverse views of students, parents and legal guardians, and colleagues as they work collaboratively to shape educational goals, policies, and decisions; does not proselytize for personal viewpoints that are outside the scope of professional practice.
4. Participates positively, collegially and cooperatively in campus-based coursework, School/community-based work and in other professional decision-making processes.
5. When acting in a professional capacity:
 - A. Acts fairly, consistently, and prudently in the exercise of authority.
 - B. Protects the rights of others in the educational setting, and does not retaliate, coerce, or Intentionally intimidate others in the exercise of their rights protected by law.
6. Acts and speaks respectfully in educational settings as a representative of UNCW, the Watson School of Education and its programs.

Commitment to Students

1. Supports, acknowledges and respects diversity among individuals in all educational settings.
2. Sets high expectations for all students and provides various methods and opportunities for students to achieve goals.
3. Protects students from conditions within the educator's control that circumvent learning or are detrimental to the health and safety of students.
4. Manages student behavior fairly and consistently. Influences student behavior in positive ways while maintaining students' dignity;
5. Assess students and assigns grades based upon the students' demonstrated competency, merit, and performance, without regard to personal factors that are irrelevant to the program involved.
6. Holds in confidence information learned in professional practice and contained in Educational records except when disclosure is required by pertinent regulations or statutes.
7. Treats all students with respect and maintains an appropriate relationship with students in all settings. The educator will not commit any abusive act or sexual exploitation with, to, or in the presence of a student, whether or not that student is or has been under the care or supervision of that educator, as defined below:
 - a. Speech that is considered abusive, profane, vulgar, demeaning or obscene
 - b. Acts of child abuse, as defined by law
 - c. Any provision, sale or supply of alcohol or drugs
 - d. Any act of harassment based on sex, race, religion, disability, age, and national origin as defined by policy and law and
 - e. Any intentional solicitation, encouragement, whether written, verbal, or physical, or consummation of a romantic or physical relationship with a P-12 student, or any sexual contact with a P-12 student. The term "romantic relationship" shall include dating any P-12 student.