

**Methods and Materials of Social Studies  
ELED 407**

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**Pre-requisites:** ELED 345, EXED 330

**Co-requisites:** ELED 355, ELED 365

Before attending field experiences, students must have on file in Teacher Services a) a clear criminal report from the Kentucky State Police Records Section in Frankfort, Kentucky, b) proof that a physical examination has been completed and that the student is free of communicable diseases and any physical or mental disabilities that would interfere with the performance of duties expected in field placement, and c) a negative report from a test for tuberculosis.

**Course Description:** A study of the objectives, materials, organization, and instructional techniques in the social studies appropriate to grades K-5. Field experiences in public schools and/or other appropriate settings away from campus are required in this course. Students are responsible for their own transportation to designated or assigned sites. The university and faculty accept no responsibility for the described travel.

**Rationale:** This course prepares pre-service teachers for meeting the challenges faced in teaching social studies in grades K-5. Pre-service teachers learn various strategies for motivating learners, how to select content from diverse sources, how to plan and deliver effective lessons, how to organize learners into effective instructional groups, how to address important multicultural and sex-equity issues, how to utilize technology and how to assess what students have learned.

**Disabilities Statement:** In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in Downing University Center, A-200. The phone number is 270 745 5004. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

**Smoking Policy:** Kentucky Administrative Regulations prohibit smoking on school property other than in designated areas and only by faculty and staff. Parking lots are school property. Violation of this policy may result in termination of the student teaching experience.

**Academic Offenses:** To represent written work taken from another source as one's own is plagiarism. *Plagiarism is a serious offense.* The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Any student found cheating or copying from another student's work, or found to have plagiarized from other material will receive a grade of 0 for the assignment in question, and may face further disciplinary action according to university policy.

**Absence from Class or Field:** If an absence is unavoidable, it is the candidate's responsibility to contact the instructor and arrange to make up work missed. Excessive absences may result in being dropped from the course. Absences equating 20% of class meetings will result in automatic failure. In the field, students are expected to contact the assigned teacher and make up any hours missed before the end of the semester. Failure to do so will result in an Incomplete grade.

**Course Objectives and Outcomes:** Students should

- demonstrate knowledge of planning, implementing and assessment of student learning by providing evidence for each of the Teacher Standards
- conceptualize a defensible method of grading, analyzing and interpreting evaluation data for the diverse learners found in a multicultural society.
- demonstrate an essential knowledge of the key concepts and generalizations in history, geography, civics, and economics appropriate for teaching elementary social studies
- demonstrate the ability to use the various tools (i.e., maps, graphs, primary sources, etc.) and technologies for organizing, analyzing, and interpreting social studies information

**Communication:** The student is required to check his/her university e-mail account and also Blackboard between class meetings. The instructor will periodically use Blackboard and e-mail communication to post announcements, assignments, and class information.

**Instructional Methods:** Lecture, class discussions, readings, student presentations, cooperative learning activities, videos, guest speakers, field experiences, projects, and other methods as needed.

**Required Texts:**

Sunal, C. S. and Haas, M. E. (2007). *Social Studies for the elementary and middle grades: A constructivist approach* (3<sup>rd</sup> ed.). Boston: Allyn & Bacon.

*Social Studies Core Content for Assessment* (latest version). Frankfort, KY: Kentucky Department of Education.

**Required Materials:** Students are required to have a box of markers, scissors, and glue for instructional purposes.

**Electronic Portfolio**

In order for the candidate to matriculate from Block I, satisfactory completion of the critical performances for each course must be evidenced by satisfactory up-loads in the candidate's electronic portfolio. These assignments are not to be uploaded until the class instructor has given permission to the student. The assignments must be typed in Microsoft Word or Word Perfect. Microsoft Works will **not** upload to the university's electronic portfolio. The web address for the electronic portfolio system is: <http://edtech2.wku.edu/portfolio/>. Final grades for individual candidates will not be forwarded to the Registrar until this requirement has been met. Failure to upload the critical performances in a timely manner will result in the loss of professionalism points.

**Critical Performances for ELED 407:**

1. **Standard VI: The teacher candidate must be able to collaborate with colleagues, parents and others.** The students will plan, in collaboration with other WKU students and an outside organization, a project to enhance student learning. The plan will include an abstract explaining the project's purpose, scope, and learning goals, and a log of all team meetings.
2. **Standard VIII: The teacher candidate must demonstrate proficiency in content knowledge.** Using the KTIP lesson plan format, create a social studies lesson based on the Kentucky Learning Goals and Academic Expectations, Core Content for Assessment, and Program of Studies. The students will connect the content being taught to real-life situations, diverse contexts, or multicultural perspectives. The student accurately presents the lesson content in a clear, organized, and appropriately sequenced manner; identifies and addresses student misconceptions; and implements content accommodations as identified in the content outline.
3. **Standard X: The teacher must demonstrate professional leadership.** From the collaboration project, write a two-page reflection describing their leadership role in the project, what was learned from the collaboration experience, how thinking changed about related issues, what may be done differently as a result, and future projects which might be developed in the classroom.

**Course Topics:**

- I. Planning and Teaching Social Studies in the Primary School
  - A. Ten Thematic Strands (NCSS), Five Themes of Geography, Six Essential Elements
  - B. National Standards (Geography, History, Civics, Economics)
  - C. Kentucky Social Studies Standards
  - D. Developing Social Studies Concepts
  - E. Instructional Strategies for Teaching Social Studies
  - F. Materials for Teaching Social Studies
  - G. Using Technology and Audio-Visual Equipment in Social Studies
  - H. Using Literature and Music for Teaching Social Studies
  - I. Assessment and Meeting Student Needs in Social Studies
- II. Helping Students Interpret History
- III. Helping Students Interpret the Earth and Its People Through Geography
- IV. Helping Students Make Economic Decisions
- V. Helping Students Become Citizens in a Democratic Society
- VI. Inclusive Education, Multicultural Education, and Diversity

**KERA Elements/Contexts Addressed:**

Curriculum: Learning Goals and Academic Expectations  
Primary Program  
Professional Development  
Assessment  
Kentucky Education Technology System  
School Based Decision Making

**Grading and Assignments:** Grading will be done on a straight point system (not percentages). Projects and assignments must be completed at the beginning of class on the date due. Students must score a C to pass the course. Responsibility for all work missed is that of the student. All work submitted by students must follow the guidelines or will not be accepted.

- Assignments submitted after the due date will be subject to a **5 point** per day penalty unless there are great extenuating circumstances.
- Assignments will not be accepted by email *without prior approval* of instructor.
- No late Assignments will be accepted after 5 days without great extenuating circumstances and instructor approval.
- Grades will not be discussed by email. Please make an appointment with the instructor.
- If you do not agree with a grade on an assignment, you may schedule an appointment to discuss the grade with the instructor. You have the responsibility to prove why the grade should be changed, however, the instructor reserves the right to mark any oversights. Grades for papers handed back to students will not be changed after three days.
- Neatness, use of correct grammar, spelling, and punctuation will be considered in the assessment of submitted assignments.
- Unless otherwise stated, all assignments must be typed or prepared on a word processor and follow APA guidelines
- Keep a copy of all assignments. In the event that an assignment is misplaced or lost, the burden of proof that the assignment was completed rests with the candidate.

#### ELED 407 Tentative Grading Scale

Grade	Points
A	395-425
B	361-394
C	327-360
D	297-326
F	296 and below

#### Tentative Point Values

<b>May be adapted by the instructor as needed</b>	
House Projects	25 pts
*KTIP Lesson Plan	50 pts
KTIP Teaching of lesson	25 pts
Textbook Quizzes	50 pts
**Collaboration Project	50 pts
***Collaboration Project Reflection	25 pts
Jeopardy Game/OSAE	40 pts
Jeopardy/OSAE Reflection	10 pts
Unit SS content	10 pts
Literature Bowl	25 pts
Professionalism	25 pts
Are You Smarter Quiz	40 pts
Final Exam	50 pts
<b>Total Points</b>	<b>425 points</b>

**\*Denotes Critical Performances**

### Tentative Course Assignments:

- *House Projects:* Students will be assigned a group (house) in the subdomains of civics, history, geography, economics, and culture & society. Groups will prepare a 20 minute class presentation based on material read in the textbook and research that defines the area. Further instructions and a scoring guide will be provided.
- *KTIP Lesson Design and Teaching:* One of the lessons from your Unit Plan will be taught in the assigned field classroom. **The KTIP Lesson taught is considered a critical performance and must be uploaded into the electronic portfolio.** The lesson design (50 pts) and the teaching of the lesson (25 pts) will be graded. Social Studies Content must be evident in the lesson, not just teaching strategies. Further instructions and a scoring guide will be provided.
- *Literature Bowl:* Students will choose a book from the Notable Social Studies Book List (2006-2009) published by NCSS and develop a mini-lesson that incorporates a best-practice teaching strategy. The lesson will be taught to a group of peers in class. Notable books can be found at <http://www.socialstudies.org/resources/notable/>. Further instructions and a scoring guide will be provided.
- *Jeopardy Game/OSAE:* Students will have the choice of a Bloom's Taxonomy Activity. In choice one: develop a Jeopardy game on PowerPoint (using the template provided) that reflects social studies content for the assigned grade level, and Bloom's Taxonomy levels of questions (30 pts). The Jeopardy game will be shared with a group of students in the field and a reflection will be written (20 pts) of the success and improvements to be made. Further instructions and a scoring guide will be provided. In choice two: visit an historical site that you have not been to before and that would be useful to teach social studies content for your grade level. Develop a set of questions on the Bloom's Taxonomy levels that your students might answer on a field trip. Further instructions and a scoring guide will be provided.
- *Unit Content:* Social studies content will be integrated into your five-day unit plan. Your content must be approved by the classroom teacher and discussed thoroughly with your instructor. You will be graded on your content knowledge from the unit.
- *Final Exam:* Students will be expected to know the course content and will be asked to apply information gained from the field experience and course work.
- *Collaboration Project:* Teacher Candidates will plan, in collaboration with other WKU students and an outside organization, a project to enhance student learning. An abstract will be written explaining the project's purpose, scope, and learning goals. A log will be kept of all team meetings. Include a two-page reflection describing your leadership role in the project, what you learned from the collaboration experience. *Include a documentation of time in the field with a supervisor signature.* **The Collaboration Project and the Collaboration Reflection are critical performances and must be uploaded into the Electronic Portfolio.** Further instructions and a scoring guide will be provided.

- *Professionalism:* Since the development of professional behavior is one of the course goals, attendance is stressed. Arriving on time, attending class, remaining on task, turning in assignments on time, and being prepared are part of your responsibilities. Active participation in class discussions, in-class assignments, and individual participation during group work will be closely monitored. Respect for the view of each member of the learning community and the use of professional standards of behavior are expected, in the field and the classroom. Points will be determined also by disposition statements from field supervisors. Timely uploads of assignments and critical performances are expected. Students are expected to notify instructor when missing class or notify supervising teacher when missing field.
- *Textbook Quizzes:* You will have two quizzes over textbook readings
- *Are You Smarter Than a 5<sup>th</sup> Grader Quiz:* Take the quiz over elementary social studies content as many times as you want to score up to 40 points.

**Recommended Journals:**

*Social Studies and the Young Learner*

*Social Education*

*Journal of Geography*

*Educational Leadership*

*Education Digest*

*Geography Teacher*

**Helpful Websites:**

Kentucky Department of Education <http://www.kde.state.ky.us>

Kentucky Council for Social Studies [www.kcss.org](http://www.kcss.org)

National Council for the Social Studies <http://www.ncss.org>

Kentucky Geographic Alliance [www.kga.org](http://www.kga.org)

National Council for Geographic Education <http://www.ncge.org>

Civic Literacy Initiative of Kentucky <http://civics.ky.gov/educators/>

Kentucky Council on Economic Education <http://www.win.net/econky/>

Kentucky Association of Teachers of History <http://www.kyhistoryteachers.org/>

### Integration of Kentucky Teacher Standards into Course Content

<b>Standard I</b> Demonstrates Applied Knowledge of Content	Development of KTIP Lesson Plan, content exams
<b>Standard II</b> Designs/Plans Instruction	Lesson Plans, Jeopardy Game; OSAE
<b>Standard III</b> Creates/Maintains Learning Climate	Observation of lesson plans, teaching activities in classroom
<b>Standard IV</b> Implements/Manages Instruction	Lesson plans, observation in classrooms, teaching activities in classroom
<b>Standard V</b> Assesses/Communicates Learning Results	Lesson plans, reflections; Assessment activity
<b>Standard VI</b> Demonstrates Implementation of Technology	PowerPoint presentation, Jeopardy game; Technology training
<b>Standard VII</b> Reflects/Evaluates Teaching/Learning	Lesson plans, reflections from projects/activities
<b>Standard VIII</b> Collaborates with Colleagues/Parents/Others	Reflections, Collaboration Project
<b>Standard IX</b> Evaluates Teaching and Implements Professional Development	Collaboration Project, House Presentations
<b>Standard X</b> Provides Leadership within School, Community, Profession	Development of Collaboration Project