

**Advanced Methods and Materials in Social Studies
ELED 507**

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Course Description: This course was designed to augment undergraduate instruction in the concepts and objectives of social studies education, classroom teaching strategies and assessment, classroom management, and materials available for the teaching of Social Studies in the elementary school.

Rationale: This course was designed to provide a knowledge and application base for research related to the teaching of Social Studies. The course was designed to accommodate teachers in grades Kindergarten through four.

Prerequisites: Graduate Standing

Required Text:

Loewen, J. W. (1995). *Lies my teacher told me: Everything your American history textbook got wrong*. New York: Simon & Schuster.

Core Content for Assessment (newest version). Frankfort, KY: Kentucky Department of Education.

Suggested Reading:

Ayres, T. (2000). *That's not in my American history book: A compilation of little-known events and forgotten heroes*. Dallas, TX: Taylor Trade Publishing.

Course Objectives and Outcomes:

The student will:

- survey, analyze, and report on curriculum trends.
- report on inaccuracies in social studies textbooks.
- evaluate goals and standards of social studies, including NCSS position statements, and the role of social studies in the early childhood classroom.
- investigate societal issues in social studies and explain how they impact the social studies program
- integrate various technologies into the social studies curriculum for elementary social studies
- use various strategies for integrating social studies instruction with other curricula areas
- model effective teaching strategies and the application of current learning theories which provide a foundation for a developmentally appropriate social studies program

Instructional Methods and Activities: Concepts will be introduced using a variety of teaching approaches including lecture, discussion, demonstration, application, case studies, role-playing, videos, guest speakers, and cooperative grouping. Field experiences are required for demonstration of teaching strategies covered during the course. Research of social science disciplines is required as it applies to classroom teaching.

Course Topics: The following topics may be addressed:

Social Studies Standards
Professional Social Studies Organizations
Teaching Methodologies
Community Resources/Service Learning Projects
Alternative Teaching/Assessment Strategies
Components/Theoretical Foundations
Integration of Social Studies with other Curricula Areas
Diversity and Multicultural Education
Current Issues and Trends
Character Education/Values
Environmental Education
Global Education

KERA Elements Addressed:

Curriculum
Assessment and Accountability
Professional Development

Evaluation and Grade Assignment: Grading in ELED 507 is based on a point system. It is possible to earn a maximum of 400 points. The total points accumulated determine the final grade.

Paper from journal articles	75 pts
KTIP Lesson	50 pts
Lesson Reflection	25 pts
Lesson presentation	25 pts
Main Street Presentation	100 pts
Online Discussion	100 pts
Attendance/Participation	50 pts
Visual Representation	25 pts
Final Exam	50 pts
TOTAL	500 pts

A = 93-100% (465-500 points)

B = 85-92% (425-464 points)

C = 77-84% (385-424 points)

D = 70-76% (350-384 points)

Course Assignments:

- **Attendance and Participation (50 pts):** 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. The student is expected to participate in class discussion and activities. Arriving on time, remaining on task, being prepared, and class participation are part of your responsibilities. Turning in assignments on time is important. Attendance is stressed. Points will be deducted for each absence. Absences equating 20% of class meetings will result in automatic failure.

- **Paper from Journal Articles** (75 pts): From the readings of professional journal articles, write a paper on a best practice for the teaching of social studies. Use APA format and document at least 3 articles from professional educational journals (see list in syllabus). Include applications for teaching and personal reaction.
- **KTIP Lesson** (50 pts): Using the best practice discussed in your research paper, design a lesson in the KTIP format and teach it to your students. Include a formative assessment.
- **Reflection** (25 pts): Through a written summary, reflect upon your KTIP lesson by including results of formative assessment, samples of student work, and indications of success or failure of best practice.
- **Lesson Presentation** (25 pts): In a small group setting to your peers, present your lesson and describe results from your classroom presentation.
- **Main Street Presentation** (100 pts): Visit a downtown Main Street and create a PowerPoint presentation. The presentation should consist of 5 to 8 slides and should include a map, quote(s) from residents, photos, and information on how you could use this area to teach the five strands of social studies (civics, economics, geography, history, culture and society).
- **Online Discussion Questions** (100 pts): Read assigned chapters in *Lies My Teacher Told Me* and compare the information to a social studies textbook, trade books, and interviews with other teachers. Answer each of the five sets of questions online. Respond to at least one other participant for each assigned discussion. Twenty points will be assigned to each discussion: 15 pts for the answer to the question and 5 pts for the response to a peer.
- **Visual Representation** (25 pts): Read the position statement by the National Council for Social Studies (NCSS) on Social Studies for Young Children at <http://www.socialstudies.org/positions/children/>. Design a visual representation of the position statement and present in class.
- **Final Exam** (50 pts): A final exam will be given in which the student will apply, synthesize, and evaluate the materials and methods taught during the course.

Guidelines for Assignments:

- Assignments submitted after the due date will be subject to a penalty at the discretion of the instructor unless there are great extenuating circumstances.
- Neatness, use of correct grammar, spelling, etc. will be considered in the assessment of submitted assignments.
- Unless otherwise stated, all assignments must be typed or prepared on a word processor.

- The candidate should 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.

Disabilities Statement: Students with disabilities who require accommodations (academic, adjustments and/or auxiliary aids or services) for this course must contact the Office of Student Disabilities Service, Room 445 Potter Hall. The phone number of the OSDS is (270) 745-5004.

Supplementary Texts:

Farris, P. J. (2004). *Elementary & middle school social studies: An interdisciplinary, multicultural approach* (4th ed.), Boston: McGraw Hill.

Parker, W. C. (2005). *Social studies in elementary education* (12th ed.). New Jersey: Pearson.

Savage, T.V., & Armstrong, D. G. (2004). *Effective teaching in elementary social studies* (5th ed.), New Jersey: Pearson.

Seefeldt, C. (2005). *Social studies for the preschool/primary child* (7th ed.), New Jersey: Pearson.

Turner, T. N. (2004). *Essentials of elementary social studies* (3rd ed.), New Jersey: Pearson.

Key Journals:

Social Studies and the Young Learner

Social Education

Journal of Geography

Educational Leadership

Phi Delta Kappan

Education Digest

Journal of Educational Research

The Geography Teacher

Early Childhood Education Journal

Education Journal

The Southern Social Studies Journal

Childhood Education

Websites:

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

Kentucky Council for Social Studies www.kcss.org

Kentucky Social Studies Standards <http://nelson.k12.ky.us/Standards/Social%20Studies/SS4.pdf>

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

Kentucky Geographic Alliance www.ngsednet.org/kentucky

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

National Geographic Society <http://www.nationalgeographic.com>

Integration of Experienced Teacher Standards into Course Content

Standard I Demonstrates Professional Leadership	Class Presentations
Standard II Demonstrates Knowledge of Content	Lesson plan, Main Street presentaton, online discussion; paper
Standard III Designs/Plans Instruction	Lesson plan
Standard IV Creates/Maintains Learning Climate	Lesson plan
Standard V Implements/Manages Instruction	Lesson plan
Standard VI Assesses/Communicates Learning Results	Professional paper, paper presentation, lesson plan
Standard VII Reflects/Evaluates Teaching/Learning	Lesson plan, visual representation of position statement; reflection from lesson taught
Standard VIII Collaborates with Colleagues/Parents/Others	Main Street project, lesson plan
Standard IX Demonstrates Implementation of Technology	Online discussions, PowerPoint presentation