Rutgers University welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

Course Description

Learning Goals

New Jersey Professional Standards for Teachers (2014)¹:
Standard Two: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

ii. Essential Knowledge

¹ http://www.state.nj.us/education/code/current/title6a/chap9.pdf
2) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth.

5) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

iii. Critical Dispositions:
1) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his or her full potential;
2) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests;
3) The teacher makes learners feel valued and helps them learn to value each other.

**Standard Three: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

ii. Essential Knowledge
1) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning;

iii. Critical Dispositions
2) The teacher values the role of learners in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate of learning.

**Standard Five: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

ii. Essential Knowledge
6) The teacher understands communication modes and skills as vehicles for learning (for example, information gathering and processing) across disciplines as well as vehicles for expressing learning;

iii. Critical Dispositions
3) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

**Standard Seven: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

ii. Essential Knowledge
2) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
3) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning

iii. Critical Dispositions
1) The teacher respects learners’ diverse strengths and needs and is committed to using this information to plan effective instruction
4) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard Eight: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

ii. Essential Knowledge
2) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals

iii. Critical Dispositions
1) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

Council for the Accreditation of Education Professionals (2013)²

Standard 1: Candidate Knowledge, Skills, and Dispositions
1.1 Content Knowledge and Pedagogical Knowledge
1.2 Instructional Practice
- Learning Experiences
1.6 Learner and Learning
- Learning Experiences
1.8 Learner and Learning
- Relationships and Communication

CATALOGUE DESCRIPTION
The impact on the elementary school of new developments in social studies and new refinements in teaching social studies; content, method, materials, and general curricular implications.

Course Overview
What are the social studies and why should we bother to teach them to elementary school children? What type of social studies is meaningful and useful to children? In this course we will explore both theoretical and practical aspects of teaching social studies in the elementary school.

² http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf
Course Goals

The purposes of the course are for students to:
• develop a coherent and meaningful definition of social studies.
• differentiate between “good” history and “bad” history.
• understand how social studies can be integrated into the broader elementary curriculum.
• know and employ a variety of instructional strategies for teaching social studies.
• identify important skills and content in social studies.
• consider the interconnectedness between social studies content, pedagogy, and social justice in the classroom.
• sharpen skills in unit and lesson design.

Course Requirements

❖ Participation
Participation in this course will include taking part in a variety of activities – written, verbal, individual, and group. I expect students to arrive on time and be prepared for every session. Frequent, unexcused tardiness or absence will result in a reduction in the course grade. I also ask that students do not use laptops or cell phones during class, unless the use is clearly related to class purposes. Please let me know ahead of time if you will be missing class, as it will affect how I plan lessons.

Class activities: Part of every class will be participation in activities and discussions. Outstanding participation goes beyond regular attendance, attentiveness and cooperation. To receive an A grade for class participation one must demonstrate meaningful participation in all class activities and discussions. For activities this means serious effort should be evident. During class discussions comments should reflect thoughtful consideration of the topics, demonstrate consideration of course readings and make meaningful contributions to the class discussions (these are contributions that go beyond just expressing one’s opinion).

IMPORTANT: Completing all readings prior to class is essential

❖ Purpose of Social Studies Paper
In this paper you will explore the question of what role should social studies education play in public education from multiple perspectives. You will also have the opportunity to develop your own philosophy of what should constitute social studies education. This is a researched based paper therefore you must incorporate at least five sources. Three of the sources included MUST be selected from the assigned readings for 9/9 and 9/16. You MUST include two additional sources that you identify from your own research (not readings listed on the course syllabus). The articles you select should be used to present different perspectives on the goals of social studies.

In your paper you should address the different authors’ perspectives on key issues such as, what should be taught, why and how. In the final portion of the paper present your own philosophy along with an explanation. Rely on readings and personal experiences to defend your position. Papers should be between 5 -7 pages. Please stay within these page limits,
failure to do so will impact your grade. All references to articles must be properly cited using MLA or APA formats.

**Children’s Literature Lesson Plan Assignment**

The elementary classroom offers many opportunities for interdisciplinary learning. The possibilities to build literacy skills and address the goals of Common Core Standards while teaching social studies content and skills are practically endless. One effective way to accomplish this interdisciplinary goal is to teach social studies content through the use of children’s literature. Throughout the semester several examples of this will be provided. In this assignment you will design your own interdisciplinary lesson based on a children’s piece of literature for a grade k-2 class. The steps you will need to take are outlined below:

- First you will need to select a children’s book for use in an interdisciplinary social studies & language arts lesson. Part of this process is determining what content and skills you want to teach. You should consult the NJ social studies standards k-4 and the common core standards for k-2 reading.

- Next you must create a lesson plan based on the decisions you made in step 1. Lesson plans must follow the GSE lesson plan model. Lessons will be assessed based on the GSE lesson plan rubric and on how well Best Practices in social Studies are represented.

- All lesson plans and book titles must be submitted to Sakai under the appropriate discussion tab (This will serve as a resource center for the entire class) AND to the link under assignments for individual grading.

- Lastly, you will share your book selections and lesson ideas in class.

**Current Event Practice Lesson: Planning, Teaching, Reflecting**

Small groups of 3-4 students will plan and teach a 30-45 (depends on grade level) minute lesson to our class related to a “current event” news item of their choice (for this assignment current events are defined as any event that is now or has been in the news over the last year). The lesson should be constructed around a key question that would make sense to elementary children. Lesson plans must be written using the GSE lesson plan model and include reference to specific NJ State Standards for Social Studies and Common Core Standards for Literacy.

Grades for this assignment are based on the lesson plan, teaching the lesson and an individual reflection (this counts as one of the 5 sakai reflections). The lesson plan and teaching will be assessed based on the Danielson Framework, as well as best practices of social studies
education. Each member of the group is expected to participate equally in the planning and teaching of the lesson.

One week after the lesson, students must submit an individual reflection on sakai. Reflections must be a minimum three paragraph response to the teaching experience. The first paragraph should detail who did what work. The second will be a narrative of what happened in the lesson. The third paragraph will be an analysis of “how it went,” and why as well as consideration of what could be modified.

➢ Sakai Reflections

Throughout the course you will be required to reflect on class topics and your learning as part of the Sakai reflections. There will be five reflections spaced out across the semester (one of the reflections is based on the current events lesson). Be sure to follow the sakai prompts and respond with a 1-2 page reflection. Reflections will be graded based on the following rubric:

0 = Assignment not completed
1 = A minimum response was offered, however it didn’t demonstrate comprehension or that the required reading/research was adequately completed. Also may lack a thoughtful response to the assignment.
2 = Response may not fully demonstrate comprehension, or fails to demonstrate that the required readings/research were adequately completed, or only a minimal reflection is offered. A 2 may also be assigned if any single component of the assignment is missing (e.g. all is well, but no reflection is offered)
3 = Response demonstrates an understanding of the topic, and evidence that the required reading/research was completed, however the reflection offered could be more thoughtful or offer more depth.
4 = Response demonstrates comprehension of the topic, evidence that the required reading/research was completed and a comprehensive and thoughtful reflection that responds to the assignment is provided
Literature Book Club

As already noted, children’s literature is useful to promote a fuller understanding of historical events, as well as an opportunity to explore multiple perspectives and the role narrative plays in helping students appreciate the human condition. In this assignment you will work with others in your group (4 people in each group) and select a book that could be used to achieve these goals in an upper elementary (3-5) classroom. Here are the steps:

1. Selection of book: Choose a Grade 3-5 chapter book that promotes teaching elementary children about the experience of one marginalized people [Native American, African American, Asian American, or Hispanic American]. All books must be selected and brought to class on September 30, 2015. It is suggested you speak with your cooperating teacher and/or the media specialist for your field placements for appropriate books. All members of your group must agree on the book.

2. For the dates of 11/18 & 12/19, read predetermined amount of your book and complete your role as Illustrator, Word Wizard, Connector, and Questioner. Be prepare on the determined date to participate in a literature circle in class. Bring to class and submit under assignment.

3. Write a reflection: Reflection is thinking about what you have learned (from the review of the concept, the search for books, and preparing for you role(s) and participating in the literature activities in class. A 2-3 page document is expected.

Unit Plan

All students will be given the option to collaborate with others in the class or work individually to design a unit plan, (requirements will vary based on the number of people contributing to the plan). Unit plans are a guide for several days or weeks of instruction. The unit plan must be framed around “Big Ideas” or “Essential Questions” and include a series of interrelated lesson topics and descriptions that explain how the topics will be addressed. All unit plans should include concepts and practices learned throughout this course, clear skills and content goals, daily objectives and brief descriptions of the daily teaching methods and references to source materials. The unit plans must be written in accordance with the GSE unit plan. Unit plans will be assessed based on the Danielson Framework for planning and on how well the concepts and best practices presented throughout the course are incorporated.

Grading:
### Class Activities & Participation
- Class Activities & Participation: 10%
- Sakai responses: 20%
- Purpose of Social Studies Paper: 20%
- Interdisciplinary Literacy Lesson: 10%
- Current Events Group Lesson Plan & Teaching: 10%
- Book Club Assignment: 10%
- Unit Plan: 20%

### Weekly Schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>CLASS TOPIC</th>
<th>ASSIGNMENT &amp; DATE DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/2</td>
<td>What is social studies education and is it important?</td>
<td></td>
</tr>
<tr>
<td>9/9</td>
<td>What is social studies education: the goals, philosophy and approaches</td>
<td>Whalen, Finn &amp; Wade readings</td>
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<tr>
<td></td>
<td>Virtual Class</td>
<td>Sakai Reflection 1 Due</td>
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<tr>
<td>9/16</td>
<td>What should be taught: differing perspectives and the goals of social studies education</td>
<td>Ravitch; Singer; and Levstik &amp; Barton (Ch. 1)</td>
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<tr>
<td></td>
<td>Strategy: Mock Interview Role Play activity</td>
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<tr>
<td>9/23</td>
<td>Using Children’s Literature to Teach Social Studies</td>
<td>Zarnowski and Gallagher</td>
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<td></td>
<td>Strategy: The Lorax lessons Town Hall</td>
<td>Themed Book Selection for Book Clubs Due</td>
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<tr>
<td>9/30</td>
<td>Reciprocal Teaching in Social Studies</td>
<td>Palinscar &amp; Brown</td>
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<tr>
<td></td>
<td>Bring Themed book to class</td>
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<tr>
<td>10/7</td>
<td>History: What to teach?</td>
<td>Herbert Kohl</td>
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<td></td>
<td>Strategy: Rosa Parks &amp; Civil Rights Movement</td>
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<tr>
<td>10/14</td>
<td>History: Good History vs. Bad</td>
<td>Loewen</td>
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<tr>
<td>Week</td>
<td>Activity</td>
<td>Notes</td>
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<td>7</td>
<td>History</td>
<td>Purpose of Social Studies Education paper due</td>
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<tr>
<td>10/21</td>
<td>Centers Activity on Columbus</td>
<td>Rochester and Engle &amp; Ochoa</td>
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<td>8</td>
<td>Civic Education</td>
<td>Sakai Reflection # 2</td>
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<tr>
<td>10/28</td>
<td>Constitutional Convention</td>
<td>Current Event Lesson Plans Due</td>
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<tr>
<td>10/28</td>
<td>Congressional Hearing</td>
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<tr>
<td>10/28</td>
<td>Problem Solving</td>
<td>Levetik and Barton Chapter 8</td>
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<tr>
<td>10/28</td>
<td>Jamestown Lesson</td>
<td>Children’s Literature Draft Lesson Plan</td>
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<tr>
<td>11/4</td>
<td>How to teach students to deal with conflict &amp; controversy</td>
<td>Harwook &amp; Hahn reading and review websites</td>
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<tr>
<td>11/4</td>
<td>Revolutionary War Mediation Activity</td>
<td>Children’s Literature Plan Due</td>
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<tr>
<td>11/11</td>
<td>Teaching in a Global Context</td>
<td>Noddings &amp; Suarez-Orozco readings</td>
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<tr>
<td>11/11</td>
<td>&amp; Human Rights</td>
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<tr>
<td>11/11</td>
<td>Yertle the Turtle</td>
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<tr>
<td>11/11</td>
<td>Beatrice’s Goat</td>
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<tr>
<td>11/11</td>
<td>Current Event Lessons begin</td>
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<tr>
<td>11/18</td>
<td>Backwards Design</td>
<td>Wiggins and McTighe, Understanding by Design, chapters 1, 2 ONLY (although you may read the other chapters to get more ideas)</td>
</tr>
<tr>
<td>11/18</td>
<td>Current Event Presentation</td>
<td>Literature Circle 1- Literature Role due</td>
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<tr>
<td>11/25</td>
<td>No Class</td>
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<tr>
<td>12/2</td>
<td>Unit Plan Workshop</td>
<td>Sakai Reflection # 3</td>
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<tr>
<td>12/2</td>
<td>Current Event Presentation</td>
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<tr>
<td>12/9</td>
<td>Unit Plan Sharing, Final Literature Circle</td>
<td>Literature Circle # 2 Literature Role due</td>
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<tr>
<td>12/9</td>
<td>Current Event Presentation</td>
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<tr>
<td>Final Exam Period</td>
<td></td>
<td>Sakai Reflection # 4</td>
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</tbody>
</table>
Citations:
