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Social Studies in the Elementary School
Fall 2018
Mondays 4:30 P.M.-7:30 P.M.
GSE-Room 30

Instructor: Dr. Carmen Gordillo, Ed.D.	carmen.gordillo@gse.rutgers.edu
Phone Number: 848-932-0789	
Office Hours: By appointment	Prerequisites or other limitations:
Mode of Instruction: <input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers: from the instructor

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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

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

¹ <http://www.state.nj.us/education/code/current/title6a/chap9.pdf>

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.

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

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

Class Activities & Participation (20%)

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

Course Reflections (30%)

Throughout the course you will be required to reflect on class topics and your learning in Course Reflections. In your reflections should address course readings on key issues in social studies instruction such as, *what, why, and how should social studies be taught*. The overarching goal of the reflections is to develop your own philosophy of methods for teaching social studies and to be able to back it up with experiences throughout the course. You will be expected to rely on course readings and your personal experiences to defend your positions.

There will be three reflections spaced out across the semester. Be sure to follow the prompts for each and to respond with a 2-3 page reflection. Please stay within these page limits; be focused and succinct in your writing but be sure to support your assertions with evidence from our course readings and/or your experiences. All references to articles must be properly cited using APA format. The grade from the three reflections will be cumulative.

Literature Circles Book Club Meetings & Blogs (10%)

We will discuss the importance of using children's literature to promote fuller understanding of historical events; as well as an opportunity to utilize varied resources to encourage multiple perspectives; and explore the role narrative plays in helping students appreciate the human condition. In this assignment, you will select a Grade 4-8 book, one that promotes teaching elementary children about the experience of a marginalized group (i.e. women and people of color), to achieve these goals. You will meet with a similar interest group and participate in Literature Circle meetings. You will also be expected to blog about your experiences as both a student in the process and a future teacher considering instructional implications following each group meeting.

Unit Plan (20%)

You will collaborate with a partner or group 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 “Enduring Understandings” 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.

You will submit this unit in stages. In the first stage you will submit an overview including the content, important ideas, resources, assessments, and methods for diversifying instruction to meet students’ needs. In the second stage, an outline of the first 5 lessons will be submitted. In the third stage of the unit plan design you will submit two detailed lessons. One will highlight strategies and methods for integrating social studies instruction with literacy (and, potentially, other content areas). The second will be the lesson demonstrated by you and your partner(s) in class. The final unit plan, including the overview and 10-11 lessons, will be submitted at the semester’s end.

Interdisciplinary Lesson Plan (10%)

The elementary classroom offers many opportunities for interdisciplinary learning. The possibilities to build literacy skills and address the goals of ELA 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. The steps you will need to take are outlined below:

- First you will need to select topic and grade level using the [NJ Student Learning Standards for Social Studies](#).
- Second, you will select a children’s book for use in an interdisciplinary social studies & language arts lesson. This process requires you to determine both the content and skills you want to teach.
- Lastly, you will create a lesson plan that addresses the topic and the standards in both of the content areas.

Demonstration Lesson: Planning, Teaching, Reflecting (10%)

In a pair/group, you will plan and teach a 30-40 (depends on grade level) minute lesson to our class. 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 and teaching the lesson. The lesson plan and teaching will be assessed based on edTPA criteria, 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.

Within one week after the lesson is demonstrated, each student must submit an individual reflection. 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 what could be modified.

Grading:

Class Activities & Participation	20%
Course Reflections	30%
Literature Circles Book Club Meetings & Blogs	10%
Unit Plan	40%
Instructional Practices	(10%)
Overview, Lesson Outline, & Assessments	(10%)
Demo Lesson Plan	(10%)
Interdisciplinary Lesson Plan (individual)	(10%)

Week/Date	Content Topic	Pedagogy Topic	Readings and Assignments for Class
Week 1 9/10		The Importance of Social Studies Education	Syllabus
Week 2 9/17	The “Discovery” of America: Was America discovered?	The Goals of S.S. Education & Cross-Cultural S.S. Education: How should the social studies be taught? Method: Teaching Through Perspectives	<i>Social Studies for Social Reform: Charles Beard’s Vision of History and Social Studies Education</i> (Whalen, 1997) <i>Where Did Social Studies Go Wrong?</i> (Finn, 2003) <i>Social Action in the Social Studies: From the Ideal to the Real</i> (Wade, 2001) Unit Plan Choice Due (Begin researching your unit topic - locate at least five

			professional resources you will use to educate yourself on this topic)
Week 3 9/24	Native Americans: <i>How can the histories of Native Americans be conveyed?</i>	Content & Skills in S.S. Education: <i>How are the content and skills addressed in social studies curriculum and instruction determined?</i> Method: Literacy Integration	<i>Doing History: Investigating with Children in Elementary & Middle School</i> (Levstik & Barton, 2015) (Chap. 1) <i>Incorporating All Children Using Community and Cultural Universals as the Centerpiece</i> (Alleman, Knighton, & Brophy, 2007)
Week 4 10/1	Colonization & The American Revolution: <i>How was the United States of America founded?</i>	Using Multiple Resources for a Comprehensive History: <i>In what ways can teachers of the social studies leverage multiple sources and literacy skills and strategies? How do the resources used to teach social studies affect what students learn?</i> Method: Using Multiple Resources	Reflection # 1
Week 5 10/8	The Study of Historical Documents: <i>What can historical documents tell us about the past? How are they relevant today and important to the future?</i>	Unit Planning Learning Through Documents: <i>What knowledge, understanding, and skills could be gained from analyzing historical documents?</i> Method: Close Reading & Expert Jigsaw	<i>Understanding by Design</i> (Wiggins & McTighe, 2005) (Chapters 1, 2, & 4) Register online to the National Archives teaching resources DocsTeach site: https://www.docsteach.org/
Week 6 10/15	Citizenship: <i>What are the rights and responsibilities of</i>	Current Events: <i>How does history influence current events?</i>	<i>A Curriculum for Democratic Citizenship</i> (Engle & Ochoa, 1986)

	<p><i>citizens in a democracy?</i></p> <p>Government (Federal, State, & Local; Branches): <i>How do the checks and balances of our country's government help it run?</i></p>	<p>Method: Assessing the Validity and Use of Resources</p>	<p><i>"It is Democratic Citizens We Are After:" The Possibilities and the Expectations for the Social Studies from the Writings of Shirley H. Engle</i> (Chilcoat & Ligon)</p> <p><i>50 Ways to Teach with Current Events</i> (Gonchar, 2014) https://learning.blogs.nytimes.com/2014/10/07/50-ways-to-teach-current-events/?mcubz=3</p> <p>Unit Plan Overview (Big Ideas, Essential Questions, Context, Assessments)</p>
<p>Week 7 10/22</p>	<p>Westward Expansion: <i>How do the geography and resources of a land affect its people, and vice versa?</i></p>	<p>Learning Through Narratives: <i>What can we learn about historical events from the stories told by the people who experienced them?</i></p> <p>Method: Using personal accounts and maps to understand historical events</p>	<p><i>Literature Circle Overview</i> (Schlick & Johnson, 1999)</p> <p><i>Children's Literature and Social Studies: Selecting and Using Notable Books</i> (Zarnowski & Gallagher, 1994) (Chapters 9-11)</p> <p>Literature Circle Meeting #1</p>
<p>Week 8 10/29</p>	<p>The Civil War: <i>How do wars of the past shape our present and future?</i></p>	<p>Addressing Conflict & Controversy: <i>How can teachers address controversial issues in the social studies?</i></p> <p>Method: Debate</p>	<p><i>Doing History: Investigating with Children in Elementary & Middle School</i> (Levstik & Barton, 2015) (Chap. 8)</p> <p>Unit Plan Lessons 1-5 Outlined Literature Circle Meeting #2</p>
<p>Week 9 11/5</p>	<p>Immigration: <i>How is immigration of the past similar to and different from immigration today?</i></p>	<p>Story-telling: <i>How do individual stories impact our view of historical events?</i></p> <p>Method: Comparing past and present events</p>	<p>Literature Circle Meeting #3 Reflection # 2</p>
<p>Week 10 11/12</p>	<p>The Industrial Revolution: <i>What are the effects of</i></p>	<p>The Merging of Social Studies & Science: <i>How do</i></p>	<p>Interdisciplinary Lesson Due Literature Circle Meeting #4</p>

	<i>innovation? How do resources, supply and demand, and creativity affect innovation?</i>	<i>humans change the environment? How does the environment change humans?</i> Method: Timeline	
Week 11 11/19	The Civil Rights Movement: <i>Have the goals of Civil Rights Activists been realized?</i>	Master Narratives: <i>Who decides how history is told?</i> Method: Exploring Children's Literature	<i>The Limits of Master Narratives in History Textbooks: An Analysis of Representations of Martin Luther King Jr.</i> (Aldridge, 2006) <i>Should We Burn Babar?</i> (Kohl, 1994) Literature Circle Meeting #5
Week 12 11/26	Literature Circle Share Demo Lessons - Final draft lesson due one week after demo		
Week 13 12/3	Demo Lessons - Final draft lesson due one week after demo		
Week 14 12/10	Demo Lessons - Final draft lesson due one week after demo	Unit Plans Due Reflection #3	

References

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