EDCI322(B)
Curriculum and Instruction in Elementary Education: Social Studies
Fall Session 2009
Thursday (8:30-10:20am)
EDU 2212

Kimberly Reddy
Email: kreddy@htrinity.org
Cell phone: (443) 443-336-0673
Office hours: By appointment.

I. REQUIRED READINGS:


…and additional readings are available through ELMS Blackboard.

A Conceptual framework for Teaching
II. COURSE OVERVIEW:

Human beings are distinguished in the animal world by their desire to make “doings” and things 
*significant*. Since Elementary Education is fundamentally focused on gaining young people an 
understanding of the stories their society tells about itself, and of the possible roles *they* can play, 
it thus depends on careful study of the social world. Most importantly, education at the 
elementary-level is certainly about skill development and content acquisition, but if children are 
to be engaged by skills like reading and the operations of emerging numerical literacy, they will 
need to know the significance of those skills and content. Significance is gained as 
understanding grows of the stories a society tells about itself.

The varied disciplines that comprise K-12 “social studies,” a field that at a minimum includes 
history, sociology, economics, geography, religion, anthropology, and political science, is rich 
with social significance and countless possibilities for developing student understanding. Of 
course, significant social study remains only a possibility until teachers of high quality engage a 
significant social studies curriculum. After all, just because someone is *teaching* social studies 
doesn’t mean that everyone (or anyone!) in the class is learning anything of any consequence. 
So, what does it take to be a social studies teacher of high quality?

Like all complex questions this one has no single answer. Still, it is safe to say that at its core, 
high quality teaching in the social studies makes the link between individual students and the 
larger social story explicit, rendering even the most remote fact of history, geography, etc., 
*relevant* – even exciting.

To determine what might be relevant or irrelevant to a group of learners requires a teacher who 
knows the learners in her classroom, and is skilled at assessing what constraints and 
competencies they bring with them to the subject at hand. This teacher recognizes that all 
learners inevitably bring a plethora of conceptions and misconceptions to the learning 
environment and knows how to use these to best advantage. It is challenging to design a learning 
environment that compels learners not just to “learn” for the sake of achieving a passing grade 
but is able to make the subject under study so compelling and so relevant that the learners *desire 
to know more*. This is no simple feat, particularly in a school setting that may reward the 
consumption of course content for its utility as a grade marker rather than for its overall value as 
a life enhancing experience that should go on beyond the walls of the classroom. A good social 
studies teacher appreciates this distinction and models the curiosity and excitement of one 
primarily committed to the promise of learning.

Of course, in our contemporary world, there is a lot to know and a lot to learn. Consequently, 
the challenge for thoughtful educators is deciding what knowledge counts as worthy of study, 
how best to present this knowledge and how to teach learners to be able to make these same 
complex decisions for themselves. The fact that all of this takes place within an institution 
dedicated to advancing the dispositions of a democratic citizenry only adds to this complexity 
and makes your own understanding of teaching elementary social studies all the more 
significant.
III. COURSE ASSIGNMENTS: (To be included in the course portfolio)

• **Reading Responses**
  These responses will be written in class and generated by course readings and discussions. The portfolio should include a hand-written first draft and a typed and edited second draft.

• **Student Interview**
  This assignment requires you to conduct an interview with a single student in order to “see” their thinking around a specific social studies theme, concept or big idea. **Format:** 2 page typed (includes interview and an analysis of the interview)

• **Micro-teaching**
  This assignment affords you the opportunity to collaborate with your peers in working through three stages of an instructional process—engagement, explanation, closure—and presenting the results of this collaboration with the class. Either individually or in pairs, you will be responsible for creating a lesson based on an assigned Maryland Voluntary Curriculum Standard. The presentation of the lesson should be approximately 10 minutes in length and accompanied by a written plan (to be included in your portfolio) that provides an outline of the instructional process and the assessment tool that you will use to evaluate the success of your lesson. **Presentation:** 10 minutes **Format:** 1 page typed

• **Authentic Teaching Activity**
  The purpose of this assignment is to have you work through the various aspects of the instructional planning cycle (assess, reflect, plan, instruct) for a topic and grade-level of your choice. The completed assignment is due on the last day of class. The various components of the Authentic Teaching Activity are described here in more detail.

**PART I:**
**Big Idea/Target Understanding**
[IV-A]
You will need to review the social studies content being currently addressed in the school that you are visiting. Talk with your mentor teacher about some possible topics for your Authentic Teaching Activity and bring a copy of the Social Studies curriculum objectives that are appropriate to the grade level that you will be working with during your student teaching. We will use these in class to guide our discussion, development, and understanding of how to use “big ideas.”

Write a brief paper which includes and addresses the following:
   a) Description of the research undertaken to teach this lesson.
   b) Identification of the big idea and its corresponding essential question.
   c) Explanation of why this “big idea” is significant and worthy of student understanding. Why is it important for students to know this?
  **Format:** 2 pages (typed)

**PART II:**
**Student Assessment/Learning Goals**
[IV-A.1, C.1, C.2]
After consulting with your mentor teacher and grade level colleagues, you will be asked to design a pre-assessment activity that will provide you with a gauge of student knowledge on the targeted
understanding that you previously identified in Part I of the Authentic Teaching Activity. You may conduct this assessment with the entire class or with as few as four students. Discuss what would be most appropriate with your mentor teacher. Part II of the assignment should include the following:

a) A copy of the assessment that you designed.
b) A statement of what you have learned about your students. Were you surprised by any of their responses? Did the assessment confirm or disconfirm any of your preconceptions about what they might know or not know about the subject under study? Are there any changes that you might make in the format of your assessment tool?
c) Now that you have a better sense of what your students are bringing to the learning task, identify areas where you could further develop their knowledge of the topic under study and create two learning goals for the students that you will teach.

**Format: 1-2 pages typed** (don’t forget to include a copy of the assessment tool that you created)

PART III:

**Learning Plan**  
[IV-A.4, B.1-4]  
Write a lesson plan for one 30-45 minute instructional period on the content that you “transformed” in Part I of this assignment and the assessment and learning goals you developed in Part II. The lesson plan should include the following items:

Engage  
Explanation  
Accommodations for English Language Learners  
Materials  
Closure  

**Format: 1-2 pages typed**

PART IV:

**Revision & Reflection**  
[IV-C.1, I-E]  
Reflect on the implementation of your lesson. In particular, think about the objectives you set for your students and whether you were able to help them attain those stated goals. *How do you know? What was the experience like for you? For them? What was hard/easy? What surprised you? What would you do differently if you were to teach this lesson again?* Reflect on the entire process of reviewing the curriculum and choosing a topic, designing and implementing a pre-assessment, developing and implementing a learning plan, and revisiting that plan as a result of your experience. What have you learned? The entire reflection should be no more than three pages double-spaced. It will be graded on thoughtfulness and your ability to think critically about your experience.

• **Portfolio and Portfolio Summary Hand-Out**

The portfolio is “evidence” of your participation in EDCI322 and it is intended to provide you with a personalized social studies resource that you may rely on as you pursue your professional teaching goals. Each portfolio must include the following completed assignments.
Part 1: The Value of Social Studies Statement - A brief statement of why you believe social studies is valuable and why it should be taught in the public schools. (No more than 1 typewritten page)

Part 2: ELL Statement - An example of a social studies resource that you used to create a particularly significant learning experience for an English language learner-- include a brief statement of its potential effectiveness in the classroom. (No more than 1 typewritten page)


Part 4: Web Lesson Plan - One social studies lesson plan located on the web—include a brief statement of its potential effectiveness in the classroom. Additionally, provide one suggestion for the improvement of the lesson. (No more than 1 typewritten page).

Part 5: Primary Documents - Two primary documents and a brief description of how you would incorporate these into your teaching. (No more than 1 typewritten page).

Part 6: Microteaching Write up

Part 7: Student Interview Write-up

Part 8: Reading Responses (draft and polished copies)

Part 9: ATA Parts I-IV (see below for details)

Part 10: Peer Portfolio hand-out*

* The portfolio summary hand-out should be included in your portfolio and shared with your classmates on our final meeting. It should be creatively constructed and provide an overview of the resources that you have located during your time in EDCI322. You will need to make copies for all class members.

Portfolio Checklist:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value of Social Studies Statement</td>
<td>5</td>
</tr>
<tr>
<td>ELL Statement</td>
<td>3</td>
</tr>
<tr>
<td>Trade Book Review</td>
<td>5</td>
</tr>
<tr>
<td>Web-Lesson Plan</td>
<td>2</td>
</tr>
<tr>
<td>Primary Document (what/why)</td>
<td>2</td>
</tr>
<tr>
<td>Microteaching</td>
<td>1</td>
</tr>
<tr>
<td>Student Interview</td>
<td>1</td>
</tr>
<tr>
<td>Written Responses/participation (Draft I/II)</td>
<td>2 points each x 10 responses</td>
</tr>
<tr>
<td>ATA (include drafts)</td>
<td>1</td>
</tr>
<tr>
<td>Portfolio synopsis hand-out</td>
<td>10</td>
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</tbody>
</table>
IV. COURSE GOALS:

The following goals were established with consideration to the Department of Curriculum and Instruction’s Conceptual Framework for Teaching (Figure 1.A), the Elementary Education Performance Assessment Plan, INTASC, the National Council for the Social Studies, and our beliefs about teaching and learning in the social studies. In italics you will find the corresponding threads of the UMCP Department of Curriculum and Instruction’s Conceptual Framework for Teaching. In parentheses you will find the corresponding indicators from the Elementary Education Performance Assessment Plan and INTASC standards.

This course involves the systematic study of the theories, methods, and materials necessary for successfully teaching social studies to diverse populations of elementary school students. The course will consider aspects of the history of social studies and theory and research in social education as a background for understanding methods and materials. Specifically, the course will prepare students to plan, deliver, and assess social studies teaching and learning for diverse populations. The most important goals of the course are:

1. Examine the nature of social studies, common conceptions of social studies, and controversies regarding the overall goals for social studies education. *CF: Knowledge of Subject Matter, Curriculum* (INTASC: Principal #1, EEPAP: IV-A.2, I-E)

2. Familiarize you with various models of instruction and allow you time to experiment developing learning activities using a model of your choice. *CF: Knowledge of Pedagogy* (INTASC: Principal #4, EEPAP: IV-B)

3. Prepare you to plan, deliver, and assess social studies teaching for a diverse population of elementary students. *CF: Knowledge of Learners, Curriculum, Subject Matter, Pedagogy, Social & Cultural Context, Educational Goals & Assessment, Diversity* (INTASC: Principal #2, 3, 4, 5, 6, 7, 8, EEPAP: IV-A, IV-B, IV-C, I-C)

4. Work with colleagues in the classroom, at your school site and within the community to develop meaningful learning experiences for children and reflect on your growing identity as a social studies educator. *CF: Collaboration, All Knowledge Bases* (INTASC: Principal #9,10, EEPAP: I-D.1, D.2, D.3)

5. Provide you with opportunities to engage in inquiry projects focused on history and social studies content as well as reflect on their use in the elementary classroom. *CF: Knowledge of Subject Matter, Pedagogy, Research & Inquiry* (INTASC: Principal #4, 5, 6, EEPAP: I-E)

6. Enable you to become reflective practitioners capable of critical reflection of your own practice, the materials you use, and the overall social and political contexts of your work. *CF: Reflective Practice* (INTASC: Principal #9, EEPAP: I-E)
V. EVALUATION

Course expectations and responsibilities:
Regular and on-time attendance
Active and engaged participation in class—please be prepared to discuss the readings!
All assignments are due on the stated due date.
Your final grade will be based on your success in achieving the goals set out for this course as demonstrated through your participation and performance on class assignments.

<table>
<thead>
<tr>
<th>Completed Portfolio + Portfolio Synopsis/hand-out</th>
<th>40 Points</th>
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</thead>
<tbody>
<tr>
<td>Student Interview</td>
<td>10 Points</td>
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<tr>
<td>Authentic Teaching Activity</td>
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<tr>
<td>I. Developing “big ideas”</td>
<td>10 Points</td>
</tr>
<tr>
<td>II. Student Assessment &amp; Learning Goals</td>
<td>10 Points</td>
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<tr>
<td>III. Learning Plan</td>
<td>10 Points</td>
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<tr>
<td>IV. Revision &amp; Reflection</td>
<td>10 Points</td>
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<tr>
<td>Micro-teaching</td>
<td>10 Points</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>100 points</td>
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**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>100</td>
</tr>
<tr>
<td>A</td>
<td>93-99</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D</td>
<td>60-69</td>
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UNIVERSITY OF MARYLAND HONOR PLEDGE

The University has a nationally recognized honor code, administered by the Student Honor Council. The SHC proposed and the University Senate approved an honor pledge. The pledge reads as follows:

“I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”

Unless otherwise advised, the pledge statement should be handwritten and signed on the front cover of all papers, projects, or other academic assignments for evaluation in this course. Students who fail to write and sign the pledge will be asked to confer with the instructor.

ACADEMIC ACCOMMODATION

If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible.
<table>
<thead>
<tr>
<th>Schedule</th>
<th>Assignments and Readings</th>
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<tbody>
<tr>
<td><strong>Week One 9/4:</strong></td>
<td><strong>Assignment:</strong> Introduction to the Course History of Social Studies</td>
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<tr>
<td></td>
<td><strong>Reading:</strong> Cuban, L. (1991). History of Teaching Social Studies <em>(available through course reserves)</em></td>
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<tr>
<td><strong>Week Two 9/11:</strong></td>
<td><strong>Assignment:</strong> ATA Part I</td>
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<td><strong>Reading:</strong> Gran and VanSledright (2006) Ch. 4 History of America's Past: Ch.3 History as an Interactive Act <em>(available via BlackBoard under Course Documents)</em></td>
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<td><strong>Assignment Due:</strong> Reading happens when Students Read Multiple Source Documents in History <em>(available through course reserves)</em></td>
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<tr>
<td><strong>Week Three 9/18:</strong></td>
<td><strong>Assignment:</strong> ATA Part II</td>
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<tr>
<td><strong>Week Four 9/25:</strong></td>
<td><strong>Assignment:</strong> Choose one of the studies cited within pages 29-43 in Grant and VanSledright. Retrieve this study, read and create a one page summary for the class. Be prepared to discuss your study and its implications with the class.</td>
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<tr>
<td><strong>Week Five 10/1:</strong></td>
<td><strong>Assignment:</strong> Microteaching Differences in African-American and European-American Adolescents’ Perspectives on US History. <em>(available through course reserves)</em></td>
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<td><strong>Week Six 10/8:</strong></td>
<td><strong>Assignment:</strong> Microteaching</td>
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<td><strong>Reading:</strong> Ladson-Billings, G. (1995) Culturally Relevant Teaching <em>(available through courses reserves)</em></td>
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<tr>
<td><strong>Week Seven 10/15:</strong></td>
<td><strong>Assignment:</strong> Each student should prepare a lesson topic including a minimum of three resources which could be used in conjunction with one of the voluntary curriculum standards.</td>
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<td></td>
<td><strong>Reading:</strong> Grant and VanSledright (2006) Ch. 5 Sources for Constructivist Classrooms p. 49-83 <em>(available via BlackBoard under Course Documents)</em></td>
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<tr>
<td><strong>Week Eight 10/22:</strong></td>
<td><strong>Assignment:</strong> Peer Portfolio Handout and Completed Portfolio</td>
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<td></td>
<td><strong>Reading:</strong> VanSledright, B. (2007) In Search of America's Past: Ch. 5 History as an Interpretive Act <em>(available via BlackBoard under Course Documents)</em></td>
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<td><strong>Assignment Due:</strong> What does it Mean to Think Historically and How Do You Teach It? <em>(available through course reserves)</em></td>
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<td><strong>Week Nine 10/29:</strong></td>
<td><strong>Assignment:</strong> Student Interview</td>
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<td><strong>Reading:</strong> VanSledright, B. (2002) In Search of America's Past: Ch.7 Whiter History Education Revisited <em>(available through course reserves)</em></td>
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<td><strong>Week Ten 11/5:</strong></td>
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<td><strong>Assignment Due:</strong> Microteaching</td>
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<td><strong>Week Eleven 11/12:</strong></td>
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<td><strong>Week Twelve 11/19:</strong></td>
<td><strong>Assignment Due:</strong> Microteaching</td>
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<td><strong>Reading:</strong> Woods, D. (1990) Seeing Through Maps: Ways to See the World <em>(available through course reserves)</em></td>
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<tr>
<td><strong>Week Thirteen 11/26:</strong></td>
<td><strong>Assignment:</strong> Last Class</td>
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<td></td>
<td><strong>Reading:</strong> VanSledright, B. (2002) In Search of America's Past: Ch.5 Source perspective, reliability, and subtext <em>(available via BlackBoard under Course Documents)</em></td>
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<tr>
<td><strong>Week Fourteen 12/3:</strong></td>
<td><strong>Assignment:</strong> Peer Portfolio Handout and Completed Portfolio</td>
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<tr>
<td><strong>Week Fifteen 12/10:</strong></td>
<td><strong>Assignment:</strong> Peer Portfolio Handout and Completed Portfolio</td>
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* This schedule of classes is subject to change.*
VII. ADDITIONAL RECOMMENDED PROFESSIONAL RESOURCES

Effective teachers use high quality resources to stay current with research on children’s thinking and research on teaching techniques. Effective teachers also use high quality resources to aid them in the instructional decisions they make. Make it a personal goal to learn about and start to use such resources this semester. Many of the resources below can be found on-line, in the Curriculum Library in the basement, other libraries on campus, and in the professional library of your internship PDS school.

Journals:
- Social Education
- Theory and Research in Social Education
- Education Week (www.edweek.org)
- Journal of Economic Education (www.indiana.edu/~econed/index.html)
- Phi Delta Kappan
- Scholastic Teacher Magazine

Professional Organizations and Centers:
- National Council for the Social Studies (NCSS) www.ncss.org
- Organization of American Historians: www.oah.org
- National Council on Economic Education: www.ncee.net
- National Council for Geographic Education: www.ncge.org
- National Center for History in the Schools: www.sscnet.ucla.edu/nchs
- Center for Civic Education: www.civiced.org
- American Planning Association: http://www.planning.org/

Documents and other Instructional Resources:
- American Memory at the Library of Congress: memory.loc.gov/
- National Archives Digital Classroom: www.archives.gov/digital_classroom
Our Documents: www.ourdocuments.gov/
EdSitement: edsitement.neh.gov
Historical New York Times Project: www.nyt.ulib.org/
Internet History Sourcebook: www.fordham.edu/halsall

Museums and other Informal Education Organizations:
Smithsonian National Museum of American History: americanhistory.si.edu
Smithsonian National Museum of the American Indian: www.nmai.si.edu/
Smithsonian National Anthropological Archives: www.nmnh.si.edu/naa
Smithsonian National Portrait Gallery: www.npg.si.edu/
National Gallery of Art: http://www.nga.gov/education/index.shtm