EDCI622
Curriculum and Instruction in Elementary Education: Social Studies
Spring Session 2014
Thursdays (2:00-5:00pm)
Laurel College Center (Room 313)

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Office: 2304(P) Benjamin Building, College Park.
Office hours: Before/after class and by appointment.

I. REQUIRED READINGS:


…and additional readings are available through ELMS Blackboard.

II. COURSE OVERVIEW AND LEARNING GOALS:

“With every increase of ability to place our own doings
in their time and space connections, our doings gain in significance.”

John Dewey,
Democracy and Education, 1915

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. To cultivate this understanding the course is designed to advance the following learning goals:

- To facilitate an appreciation for the rich content and pedagogical possibilities provided by the field of social studies.
- To facilitate the ability to use student learning to guide teaching practices.
- To facilitate the ability to create and teach social studies lessons that are worthy of your efforts and the efforts of your students.
The following goals were established with consideration to the College of Education’s Conceptual Framework, 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 College of Education Conceptual Framework. 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, EC-7 Specialist Competence* (INTASC: #4, 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: #7 & 8, EEPAP: IV-B)

3. Prepare you to plan, deliver, and assess social studies teaching for a diverse population of elementary students.  

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: All Knowledge Bases, EC-4 Reflection* (INTASC: #1-10, 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, Educational Goals & Assessment, EC-4 Reflection, EC-7 Specialist Competence* (INTASC: #4, 5, 6, & 9, 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: Educational Goals & Assessment, Social & Cultural Contexts, EC-4 Reflection, EC-5 Innovation & Creativity* (INTASC: Principal #9 & 10, EEPAP: I-E)

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1 The Conceptual Framework is available on the College of Education’s website: www.education.umd.edu.
III. COURSE ASSIGNMENTS:

• **On-Line assignments/participation**

In lieu of meeting at LCC on 2/20 and 3/20 you will be asked to participate in class activities via our course website on ELMS.

• **Course Readings / Reading Logs**

The assigned readings are to be completed as noted in the class schedule. It is important to do so since these readings provide the intellectual underpinnings for all of the class assignments, discussions, and related activities that will occupy our time in EDCI622. (See Appendix A)

• **Student Interviews (2)**
  *(CF – Learners, Social & Cultural Contexts; INTASC #1-2)*

The student interviews that you will be asked to conduct are intended to give you the opportunity to consider the themes and concepts of social studies from the perspective of a young student. The goal of the interviews will be to gain a deeper understanding of what young learners know about social studies, where they learned what they know, and how they came to learn it. If possible, it is preferable that you interview the same student for each one of the interviews. (See Appendix B-C for details).

**Format:** 2 typewritten pages

• **Micro-teaching**
  *(CF – Pedagogy; INTASC #6-8)*

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. The presentation of the lesson should be approximately 15 minutes in length and accompanied by a written plan that provides an outline of the instructional process.

**Presentation:** 15 minutes  
**Format:** 1 page typed (engagement, explanation, closure)

• **Reading Meets Social Studies—**
  *(CF – Subject Matter, Pedagogy, Curriculum; INTASC #4-8)*

Working with a partner, you will be asked to select a book and to share with the class, (via handout) a lesson plan, the book’s author, title, and grade level recommendation.
• **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 related to place-making and directed toward the grade-level of your choice. The topic of place-making is particularly well suited to social studies education because like social studies, it crosses a number of academic disciplines and simultaneously promotes civic competence.¹ You will be asked to present your ATA to the class on and the final written draft of the ATA is due on and should include Parts I - IV as listed below:

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 and talk with your mentor teacher about some possible connections to place-making—which disciplinary thread(s) will guide your lesson planning and the completion of your ATA?² 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 (September 18) to guide our discussion, development, and understanding of how to use “big ideas.”

1. Write a brief paper which includes and addresses the following:
   a) Identify the place (or type of place) that you will be addressing in your lesson.
   b) Description of the disciplinary thread/lens that guides your lesson.
   c) Identification of the target understanding and the essential question that you will use to promote this understanding

   **Format: 2 pages (typed)**

2. Write a brief paper which includes and addresses the following:
   a) Identify the place (or type of place) that you will be addressing in your lesson.
   b) Description of the disciplinary thread/lens that guides your lesson.
   c) Identification of the target understanding and the essential question that you will use to promote this understanding

   **Format: 2 pages (typed)**

¹ Note that the National Council for the Social Studies defines social studies as "the integrated study of the social sciences and humanities to promote civic competence."²

² See the course textbook Chapter 3 for a discussion of disciplinary threads.
PART II:  
**Student Assessment/Learning Goals**  
*CF – Pedagogy, Educational Goals & Assessment, EC-4 Reflection, EC-7 Specialist Competence [INTASC #1-9; 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)

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Part III:  
**Learning Plan**  
*CF – Subject Matter, Pedagogy, Learners, Curriculum, EC-1 Equity & Diversity, EC-5 Innovation & Creativity, EC-7 Specialist Competence [INTASC #1-8; 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  
Materials  
Closure

**Format: 1-2 pages typed** (example provided in class)
Part IV:
**Revision & Reflection**
*CF – Educational Goals & Assessment, EC-4 Reflection [INTASC #6 & 9; 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.

**IV. EVALUATION**

**Course expectations and responsibilities:**
Regular and on-time attendance
Active and engaged participation in class!
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>Participation + Reading Logs</th>
<th>10 Points</th>
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</thead>
<tbody>
<tr>
<td>Online assignments (2)</td>
<td>10 Points</td>
</tr>
<tr>
<td>Student Interviews (2)</td>
<td>20 Points</td>
</tr>
</tbody>
</table>

**Authentic Teaching Activity**
I. Developing “big ideas”
II. Student Assessment & Learning Goals
III. Learning Plan
IV. Revision & Reflection

<table>
<thead>
<tr>
<th>10 Points</th>
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<td>10 Points</td>
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<tr>
<th>Micro-teaching</th>
<th>10 Points</th>
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<tbody>
<tr>
<td>Reading Meets Social Studies</td>
<td>10 Points</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100 points</strong></td>
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**Grading Scale**

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<tr>
<th>Grading Scale</th>
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<tr>
<td>A+</td>
<td>100</td>
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<tr>
<td>A</td>
<td>93-99</td>
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<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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<td>B-</td>
<td>80-82</td>
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<td>C+</td>
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<td>73-76</td>
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<td>C-</td>
<td>70-72</td>
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<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>*V. Class Schedule/ Due Dates</th>
<th>Class Topics/ Discussion Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong> (January 30)</td>
<td>Welcome!</td>
</tr>
<tr>
<td></td>
<td>Topic: Big Ideas</td>
</tr>
<tr>
<td></td>
<td>EQ/Inquiry: How does <em>where</em> we are make us <em>who</em> we are?</td>
</tr>
<tr>
<td></td>
<td>Disciplinary threads:</td>
</tr>
<tr>
<td></td>
<td>Geography/Socio-Cultural</td>
</tr>
<tr>
<td><strong>Week 2</strong> (February 6)</td>
<td>Topic: Learners and Learning—The Myth of the “Blank Slate.”</td>
</tr>
<tr>
<td><em>(2x) Reading Log Due:</em> ESS (Chapters 1 &amp; 3 or 4 &amp; 5)</td>
<td>EQ/Inquiry: What do I see when I look around me?</td>
</tr>
<tr>
<td>In class: Part I ATA—bring in county curriculum objective</td>
<td>Disciplinary threads:</td>
</tr>
<tr>
<td></td>
<td>Sociocultural/Geography/History</td>
</tr>
<tr>
<td><strong>Week 3</strong> (February 13)</td>
<td>Topic: History</td>
</tr>
<tr>
<td><em>(1x) Reading Log Due:</em> ESS (Chapter 2)</td>
<td>EQ/Inquiry: How can place help me to teach about the past?</td>
</tr>
<tr>
<td><strong>Week 4</strong> (February 20)</td>
<td>Disciplinary threads:</td>
</tr>
<tr>
<td></td>
<td>History/Geography</td>
</tr>
<tr>
<td>Complete ON-LINE ASSIGNMENT <em>(Urbanized)</em></td>
<td><strong>Week 5</strong> (February 27)</td>
</tr>
<tr>
<td>ASSIGNMENT DUE:</td>
<td>Topic: History</td>
</tr>
<tr>
<td><em>(1x) Video Log (See Appendix)</em></td>
<td>EQ/Inquiry: How can place help me to teach about the past?</td>
</tr>
<tr>
<td><em>(2x) Reading Logs Due:</em> (Social Education) “What Does it mean to Think Historically…and how Do You teach it?” (VanSledright) “Perspective Matters: Social Identity and the Teaching and Learning of National History.” (Epstein and Shiller)</td>
<td>Disciplinary threads:</td>
</tr>
<tr>
<td></td>
<td>History/Geography/socio-cultural</td>
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<tr>
<td><strong>Week 6</strong> (March 6)</td>
<td>Topic: Geography</td>
</tr>
<tr>
<td>Reading Log Due:</td>
<td>EQ/Inquiry: What makes a good place?</td>
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<tr>
<td>“Maps and Map Learning in Social Studies,” (Bednarz, Acheson, Bednarz)</td>
<td>Disciplinary thread:</td>
</tr>
<tr>
<td></td>
<td>Political/Geographic</td>
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<tr>
<td><strong>Week 7</strong> (March 13)</td>
<td>Topic: Geography</td>
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<tr>
<td>ASSIGNMENT DUE:</td>
<td>EQ/Inquiry: What makes a good place?</td>
</tr>
<tr>
<td>History Interview</td>
<td>Disciplinary thread:</td>
</tr>
<tr>
<td></td>
<td>Political/Geographic</td>
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<tr>
<td><strong>Week 8</strong> (March 20)</td>
<td>UMd Springbreak</td>
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<tr>
<td>Complete ON-LINE ASSIGNMENT</td>
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<tr>
<td>Reading Only Chap. 6 &amp; 7 ESS</td>
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<tr>
<td>Week 9 (March 27)</td>
<td>ASSIGNMENTS DUE:</td>
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<td></td>
<td>Video response</td>
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<td>Reading Log Chap. 6</td>
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</tbody>
</table>

EQ/Inquiry: What makes a good citizen?

<table>
<thead>
<tr>
<th>Week 10 (April 3)</th>
<th>ASSIGNMENTS DUE:</th>
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<tbody>
<tr>
<td></td>
<td>Geography Interview</td>
</tr>
<tr>
<td></td>
<td>Materials for micro-teaching prep</td>
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</tbody>
</table>

Work day

<table>
<thead>
<tr>
<th>Week 11 (April 10)</th>
<th>ASSIGNMENTS DUE:</th>
</tr>
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<tbody>
<tr>
<td>Microteaching presentations</td>
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<table>
<thead>
<tr>
<th>Week 12 (April 17)</th>
<th>ASSIGNMENTS DUE:</th>
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</thead>
<tbody>
<tr>
<td>(MCPS &amp; HCPS Springbreak)</td>
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<tr>
<td>NO CLASS MEETING</td>
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Work day

<table>
<thead>
<tr>
<th>Week 13 (April 24)</th>
<th>ASSIGNMENTS DUE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bring in RMSS book</td>
<td></td>
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<tr>
<td>Bring in ATA draft for peer review</td>
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Work day

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<tr>
<th>Week 14 (May 1)</th>
<th>ASSIGNMENT DUE: RMSS</th>
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Presentations

<table>
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<tr>
<th>Week 15 (May 8)</th>
<th>ASSIGNMENT DUE: ATA</th>
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</table>

Presentations

- This schedule of classes is subject to change.
NAME________________________________________

READING LOG #___

READING ASSIGNMENT:
_____________________________________________________

(3) POINTS OF INTEREST FROM THE WEEK’S READINGS:

1. 
2. 
3. 
4. 
5.

(3) WAYS THIS INFORMATION COULD BE USEFUL IN THE SCHOOL SETTING:

1. 
2. 
3.
Appendix B

History Interview

___ Identify age/grade level

___ Identify historical event or time period

___ Describe the historical thinking skill that you would like to study via this interview

___ Explain what student responses may indicate about student thinking with regard to “doing” history

___ Use course readings and/or class notes to support claims about student thinking
Appendix C

Geography Interview

___ Identify age/grade level

___ Identify the geographical theme, concept or skill that you have selected as the basis of the interview.

___ Include questions and responses that offer insight into geographical thinking.

___ Explain what responses may indicate about student thinking regarding selected theme, concept or skill.

___ Uses research (via course readings) to support claims about student thinking.

___ Describes how student responses may influence your planning.
VIDEO LOG for Urbanized

Watch the video in its entirety and complete the following:

250-300 word summary of the documentary

3 responses to this prompt:

What did I learn that I didn’t know before watching this documentary

1. 

2. 

3. 

List 3 lesson seeds are generated by the documentary

Choose one scene that you would use to teach your peers about one of the things that you learned (see above) from watching Urbanized. Describe the scene here in 90-150 words.
APPENDIX E

VIDEO LOG for “Solutionary”

Watch the video in its entirety and complete the following:

3 responses to this prompt:

What did I learn that I didn’t know before watching this documentary:

1. 

2. 

3. 

List 3 lesson seeds are generated by the talk delivered by Zoe Weil

How does Weil’s suggestion regarding the purpose of schooling mesh with or contradict your own?
VI. ADDITIONAL RECOMMENDED PROFESSIONAL RESOURCES

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
- 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.aarchives.gov/digital classroom
- Our Documents: www.ourdocuments.gov/
- EdSitement: edsitement.neh.gov
- Teachinghistory.org
  www.digitalhistory.uh.edu/
- 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