EDCI322
Curriculum and Instruction in Elementary Education: Social Studies
Fall Session 2014
Monday (1:00-2:50pm)
EDU 2119

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Office: 2304(P) Benjamin Building, College Park.
Office hours: M/W 12-12:30
Th 2pm-3:30 and by appointment.

COURSE OVERVIEW:

“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

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.
COURSE GOALS:

The following goals were established with consideration to the Department of Curriculum and Instruction’s Conceptual Framework for Teaching, the Elementary Education Performance Assessment Plan, INTASC, the National Council for 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.

The primary goals of this course are as follows:

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)

As you reflect on these formal goals, I would also ask that you consider them in light of the University of Maryland’s “Fearless Ideas” slogan. What does a classroom committed to Fearless Ideas look like?
The following REQUIRED READINGS are available on-line and on the course website:

A Position Statement of National Council for Social Studies-- Media Literacy  
http://www.socialstudies.org/positions/medialiteracy

http://www.socialstudies.org/positions/powerful


Pace, Judith L. (2007) “Why We Need to Save (and Strengthen) Social Studies,” In Education Week.


RECOMMENDED TEXTS:


ISBN: 0-415-826497
COURSE ASSIGNMENTS:

Participation
1. Be in class and arrive prepared to discuss assigned readings and videos
2. Actively engage in discussions, readings and assignments (completed by due date!)

Student Interviews  (Due: 10/20 & 11/10) Format:  2 typewritten pages
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 A-B for details).

Social Studies Scavenger Hunt  (Due: 10/6) Format:  2 typewritten pages
This assignment requires you to conduct a review of the social studies resources available at your school and to write a reflection of what is and is not readily available.

Smuggling Lesson  (Due: 12/8) Format:  edited original
This assignment requires you to choose a previously existing lesson plan in math, science, or literacy and edit it so that social studies is meaningfully integrated.

Media Literacy Lesson Plan & Presentation  (Presentation Due: 11/17   Format: 20-25min)
(Write up: 11/24  1 page per section)
This assignment requires you to collaborate with your peers to develop a lesson that teaches your students how to be more critical consumers of the media. Each person in the group will be responsible for one part of the lesson which will include:

Engagement: How will you initially engage your students during the lesson? What questions will you ask? What questions will the lesson generate so that your students have the opportunity to construct questions?

Exploration: What activities will you engage your students with so that they are curious enough to participate? How will you ensure that participation is meaningful? How will this explorative activity deepen understanding?

Accommodation: What challenges does this lesson present to your students? How will you address these challenges? Who will you need to accommodate and how will you do it?

Assessment: What assessment tools will you use to make sure that your lesson has been understood? What sorts of skills are needed to complete the assessment? What substantial learning goals have you created for your students and how will you know if they have attained them?

Closure: How will you close the lesson? What lasting impression will the lesson leave? How?
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 -- to complete a social studies lesson in the elementary classroom setting. The ATA includes Parts I - V as listed below:

PART I:
Planning the lesson Big Idea/Target Understanding
[IV-A]
To begin with, you will need to talk with your mentor teacher about the social studies curriculum at your school. With his or her assistance you will need to determine what content you will be teaching. Once this is determined you will need to transform the curriculum objective into a worthwhile lesson and learning experience for your students. Much of our class time will be spent thinking about what this means so that by the end of the course you should be able to explain what pedagogical decisions you have made and why you have made them. This explanation should include the following:
What is the content/curriculum that you are teaching?
How did you work with the content to make it engaging and relevant for your students?
What will your students be familiar with because of this lesson?
What will they be able to know and to do because of this lesson?
What will they understand more deeply having experienced this lesson?²

Format: 1-2 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? 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)

² See Grant P. Wiggins, Jay McTighe (2005) Understanding by Design
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. You can use the lesson plan template provided by the school site that you are working in.

**Format:** 1-2 pages typed (use template)

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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.

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Part V:

**Mentor Feedback**  
[EEPAP: I-D.1, D.2, D.3]

The criteria for assessing the presentation of your ATA is as follows:
Level of engagement (Are students interested? Are they participating?)
Creativity of approach (What strategies did you use? What materials did you create? What questions did you ask?)
Complexity of content (What sorts of developmental adaptations did you have to make? What did you ask your students to do, to create, to understand?)
EVALUATION  Course expectations and responsibilities:

ALL COMMUNICATION DEVICES SHOULD BE AVAILABLE BUT NOT IN USE (UNLESS NEEDED for class activities) DURING class—failure to adhere to this policy will influence your ability to meaningfully participate in the class and could impact your participation grade for the course.

| Participation = active attendance + thorough completion of all assignments | 10 Points |
| (2) Student Interviews (10 points each) | 20 Points |
| Authentic Teaching Activity |  |
| I. Big Idea/Target Understanding | 10 Points |
| II. Student Assessment & Learning Goals | 10 Points |
| III. Learning Plan | 10 Points |
| IV. Revision & Reflection | 10 Points |
| V. Mentor feedback | 5 Points |

| Smuggling Lesson | 5 Points |
| Media Literacy Lesson & Presentation | 15 Points |
| Social Studies Scavenger Hunt | 5 Points |
| TOTAL | 100 points |

Grading Scale

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<thead>
<tr>
<th></th>
<th>A+ 100</th>
<th>B- 80-82</th>
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<tbody>
<tr>
<td>A</td>
<td>93-99</td>
<td>C+ 77-79</td>
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<tr>
<td>A-</td>
<td>90-92</td>
<td>C 73-76</td>
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<tr>
<td>B+</td>
<td>87-89</td>
<td>C- 70-72</td>
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<tr>
<td>B</td>
<td>83-86</td>
<td>D 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><strong>Week 1</strong> (September 8)</th>
<th><strong>EDC1322  Topics</strong></th>
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<tbody>
<tr>
<td><strong>Welcome!</strong></td>
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<tr>
<th><strong>Week 2</strong> (September 15)</th>
<th><strong>EDC1322  Topics</strong></th>
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<tbody>
<tr>
<td><strong>Reading Due:</strong> O’Mahony, Carolyn  and Siege, Suzanne “Designing Classroom Spaces to Maximize Social Studies Learning.”</td>
<td>How do we know if students are learning and what do we want them to learn? What school-based and external resources are available to help us teach social studies?</td>
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<tr>
<th><strong>Week 3</strong> (September 22 Friday 26th) fieldtrip</th>
<th><strong>EDC1322  Topics</strong></th>
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<tr>
<td><strong>National Portrait Gallery</strong></td>
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<th><strong>Week 4</strong> (September 29)</th>
<th><strong>EDC1322  Topics</strong></th>
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<tbody>
<tr>
<td><strong>Reading Due:</strong> VanSledright, “What Does it Mean…” <strong>Reading Due:</strong> Epstein, T. and Shiller, J. (2005) Perspective Matters: Social Identity and the Teaching and Learning of National History <strong>Assignment Due:</strong> NPG resource idea</td>
<td>What is historical thinking and how can it be integrated into a K-6 classroom?</td>
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<tr>
<th><strong>Week 5</strong> (October 6)</th>
<th><strong>EDC1322  Topics</strong></th>
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<tr>
<td><strong>Assignment Due:</strong> Social Studies Scavenger Hunt</td>
<td>Full week in public school</td>
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<th><strong>Week 6</strong> (October 13)</th>
<th><strong>EDC1322  Topics</strong></th>
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<tr>
<td><strong>Guest speaker</strong></td>
<td>How do make I social studies accessible and relevant to each of my students?</td>
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<th><strong>Week 7</strong> (October 20)</th>
<th><strong>EDC1322  Topics</strong></th>
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<tr>
<td><strong>Reading Due:</strong> Bednarz, S. Acheson, G. Bednarz, S. (2006) Maps and Map Learning in Social Studies <strong>Reading Due:</strong> McCall, Ava L. (2011) Promoting Critical Thinking and Inquiry through Maps… <strong>Assignment Due:</strong> History Interview</td>
<td>What is geographical thinking and how can it be integrated into a K-6 classroom?</td>
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<tr>
<th><strong>Week 8</strong> (October 27)</th>
<th><strong>EDC1322  Topics</strong></th>
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<tr>
<td><strong>Due:</strong> <a href="http://www.storyofstuff.com/">http://www.storyofstuff.com/</a> <strong>Reading Due:</strong> Salas, Kelley Dawson. (2004) How To Teach Controversial Content</td>
<td>What is economic thinking and how can it be integrated into a K-6 classroom?</td>
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<th><strong>Week 9</strong> (November 3)</th>
<th><strong>EDC1322  Topics</strong></th>
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<tr>
<td><strong>Reading Due:</strong> Levin, D. (2009) Problem Solving Deficit Disorder <strong>Reading Due:</strong> NCSS (Media Literacy)</td>
<td>How can civics be integrated into a K-6 classroom? What is the role of critical media literacy in democratic education?</td>
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<th><strong>Week 10</strong> (November 10)</th>
<th><strong>EDC1322  Topics</strong></th>
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<tr>
<td><strong>Assignment Due:</strong> Geography Interview</td>
<td>Full week in public school</td>
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<th><strong>Week 11</strong> (November 17)</th>
<th><strong>EDC1322  Topics</strong></th>
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<tr>
<td><strong>Assignment Due:</strong> Media Literacy Presentation</td>
<td>How do we help our students to become critical consumers of the media?</td>
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<th><strong>Week 12</strong> (November 24)</th>
<th><strong>EDC1322  Topics</strong></th>
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<tr>
<td><strong>Assignments Due:</strong> Final ML lesson &amp; online video</td>
<td>What kind of teacher do I want to be?</td>
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<tr>
<th><strong>Week 13</strong> (December 1)</th>
<th><strong>EDC1322  Topics</strong></th>
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<tr>
<td><strong>Reading Due:</strong> NCSS (A Vision of Powerful…) <strong>Assignment Due:</strong> Draft of ATA</td>
<td>Peer review and work day</td>
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<th><strong>Week 14</strong> (December 8)</th>
<th><strong>EDC1322  Topics</strong></th>
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<tr>
<td><strong>Assignment Due:</strong> Smuggling Lesson</td>
<td>Teaching Social Studies!</td>
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<th><strong>Week 15</strong> (December 15)</th>
<th><strong>EDC1322  Topics</strong></th>
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<tr>
<td><strong>Assignment Due:</strong> ATA Final draft</td>
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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:
- Teachinghistory.org
- Nationalatlas.gov
- National Park Service (Teaching with Historic Places): http://www.nps.gov/nr/twhp/
- 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
- Internet History Sourcebook: www.fordham.edu/halsall
- Historicalthinkingmatters.org
- Project for Public Spaces pps.org
- Economic Education Web http://ecedweb.unomaha.edu/k-12/k-5concepts.cfm
- 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
Appendix A

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 B

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.