

**ED 330—TEACHING SOCIAL STUDIES
THROUGH INTEGRATED CURRICULUM**
Fall 2006, TUESDAY-THURSDAY 12:30
Room 304-CARNEGIE HALL

INSTRUCTOR: Dr. Tim Fry

OFFICE, HOURS, CONTACT:

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REQUIRED TEXTBOOKS:

Parker,C.W. (2005), *Social Studies in Elementary Education*. Prentice-Hall, Inc.

CATALOG COURSE DESCRIPTION:

ED 330 includes content, methods of instruction and learning theory for effective social studies instruction. Methods for integrating social studies instruction with other content areas including the fine arts will be addressed. Special attention is given to methods that promote critical thinking abilities necessary for participation in a culturally diverse, democratic society.

REFLECTIVE EDUCATORS

The Education Department at Washburn University uses *The Reflective Educator* for its conceptual framework model. Reflective educators know the content of the disciplines they teach, they know how pupils learn, they can adapt knowledge in such a way that it is appropriate for their pupils, they utilize a variety of instructional methods and materials, they continuously assess learning and teaching, and they demonstrate ethical norms and dispositions appropriate for members of the teaching profession.

A specific dimension of reflective practice addressed in ED 330 would be:

Reflection on Student Differences--Social Studies and multicultural education share many important concepts and goals. All social studies concepts can and should be viewed from multiple perspectives. In addition, good social studies should be multicultural--students need to see themselves in the curriculum. Another **diversity proficiency** emphasized in this class will be in developing strategies for prejudice reduction. With this reflective approach, we strive to create a more inclusive and equitable classroom.

KANSAS TEACHING STANDARDS ADDRESSED

(Assessment for indicators noted according to task number on syllabus)

Standard #4-- The kindergarten through sixth grade teacher knows, understands, and uses the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote all students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

Knowledge Indicators

1. The teacher knows how experiences may be interpreted by people from diverse cultural perspectives and frames of reference and how experiences contribute to a sense of self. (task #1, task #4)
2. The teacher understands culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values, and behavioral patterns. (task #1, task #4)
3. The teacher is aware of significant historical periods and change within and across cultures. (task #1, task #4)
4. The teacher is aware of appropriate resources, data sources, and geographic tools to generate and manipulate charts, graphs and maps, and to interpret information such as atlases, databases, and grid systems. (task #1, task#2, task #4)
5. The teacher understands the relationship among various regional and global patterns of geographic phenomena. (task #1, task #4)
6. The teacher understands group and institutional influences on people, events, and elements of culture in both historical and contemporary settings. (task #1, task #4,)
7. The teacher understands concerns, standards, issues, and conflicts related to universal human rights. (task #1 over United Nation’s report)
8. The teacher understands the origins and influence of key ideals of the democratic form of government such as individual human dignity, liberty, justice, equality, and the rule of law. (task #1)
9. The teacher knows macro and micro economic concepts and can differentiate and compare basic economic systems (task #1)
10. The teacher understands differences in family structures and social and cultural backgrounds. (task #1, task #4)
11. The teacher understands the importance of social studies and social understanding in student’s development and learning, and is able to observe and describe students’ interests in their social worlds and build on those interests. (task #1, task #4)
12. The teacher understands conditions and motivations that contribute to conflict, cooperation, and interdependence among societies, groups, and nations. (task #1)

Performance Indicators

1. The teacher demonstrates the design, implementation and evaluation of social studies experiences that are developmentally appropriate, meaningful and challenging for all students, that lead to positive learning outcomes, and that develop positive dispositions toward the investigation of the social studies. (task #1 and #2 on 337 syllabus)
2. The teacher critically interprets and analyzes multiple historical contemporary viewpoints within and across cultures. (Reflective analysis of in-class activity)
3. The teacher uses map skills of distance, scale, area, density, and spatial distribution patterns at developmentally appropriate levels. (task #1 & #2 on 337 syllabus)
4. The teacher applies the use of technology to assist in researching and analyzing historical and contemporary viewpoints within and across cultures. (Task #2 330 syll)
5. The teacher uses a variety of strategies to encourage children's physical, social, emotional, aesthetic, and cognitive development. ((task #1 & #2 on 337 syllabus)
6. The teacher applies knowledge of economic concepts at the macro and micro levels. (task #1 & #2 on 337 syllabus)
8. The teacher uses diverse and developmentally appropriate assessments that align with the curriculum and instruction. (task #1 & #2 on 337 syllabus)

ED 330 TASKS/REQUIREMENTS

Participation: Attendance will be monitored and it is important to stay in touch with me concerning any absence. (-5 pts. per absence) 50 pts. possible
In addition to the participation requirements (see above) each student is required to complete the following tasks:

Task #1-Objective Journal Entries

Specific learning objectives will be assigned each week from reading assignments in chapters in the Parker text, lecture notes and supplemental readings. The learner is expected to read assigned pages, **reflect** on the objective and write a short paragraph for each objective assigned. Bring these paragraphs to the next class period. These paragraphs on the objectives should be compiled in a spiral or loose-leaf notebook which will be handed in at a specified date towards the end of the semester. 50 pts. possible

Task #2- Locating and Summarizing/Reviewing Lessons

Learners should locate and summarize 5 social studies lessons/units from "how to" articles in professional journals and/or from the INTERNET. At least three lessons should come from the INTERNET. At least one should come from a professional journal. Guidelines, suggested INTERNET addresses, and due dates will be given at later date. 50 pts possible

Task #3- Textbook Evaluation Project

Learners in groups will do a textbook series assessment project. More information, guidelines due dates will be handed out at a later date. 50 pts

Task #4- Exams

Learners should be prepared to take two exams. Each exam will cover three to four chapters in the Parker book and could also cover class discussions and activities, videos, and resource persons. The exact exam dates for the tests will be announced in advance in class-100 pts. possible per exam, 200 total

EVALUATION in ED 330:

400 pts. possible-90-100%-A, 80-89%-B, 70-79%-C, 60-69%-D, 59% or less-F

TENTATIVE OUTLINE OF TOPICS AND CONCEPTS

What and why of Social Studies
Social Studies Curriculum
Kansas History-geography
Computers/Technology and Social Studies
Multicultural Education and Social Studies
Culture
Native Americans
History
Civics
Economics
Industrial Revolution
Geography
Climate
Map Skills
News/Current Events
Lesson planning
Concept Attainment
Inquiry
Unit planning
Integration ideas
Universal Human Rights

DISABILITIES STATEMENT

Washburn University provides accommodations to students who are qualified individuals with a disability. Services for Students with Disabilities Office (SSWDO) is responsible for providing accommodations to students. Qualified students with disabilities must register in Morgan 150 or call 785-670-1629.

Withdrawal Policy Change

Students may withdraw from courses through the second week of class with no recorded grade. From the third through the eleventh week a "W" is recorded for any dropped course. Beginning with the start of the twelfth week, there are NO withdrawals, and a grade will be assigned for the course. For the Fall 2006 semester, the last day to withdraw from a

semester-length course is November 3, 2006.

Official e-mail

Your Washburn University e-mail address will be the official address used by the University for relaying important messages regarding academic and financial information. It may also be used by your instructors to provide specific course information. E-mail messages sent to your Washburn University e-mail address will be considered your official notification for important information. If you prefer to use an alternate e-mail address at which to receive these official University notices, you can access your MyWashburn e-mail account, choose the "Options" tab, and select "Auto Forward" to complete the process to forward your e-mail.

Academic Misconduct Policy:

All students are expected to conduct themselves appropriately and ethically in their academic work. Inappropriate and unethical behavior includes (but is not limited to) giving or receiving unauthorized aid on examinations or in the preparation of papers or other assignments, or knowingly misrepresenting the source of academic work. Washburn University's Academic Impropriety Policy describes academically unethical behavior in greater detail and explains the actions that may be taken when such behavior occurs. For a complete copy of the Academic Impropriety Policy, contact the office of the Vice President for Academic Affairs, Morgan 262, or go on-line to: www.washburn.edu/admin/fac-handbook/FHSEC7.htm#VIII

Mission of the University:

Washburn University shall prepare qualified individuals for careers, further study and life long learning through excellence in teaching and scholarly work. Washburn University shall make a special effort to help individuals reach their full academic potential. *Washburn University Board of Regents, 1999*

Social Studies Methods Bibliography

Bowman, R.P., et. al. (1994) *Helping Adolescents Build Cultural Bridges*, Developmental Resources, Inc. Chapin, South Carolina

Egan, L.H. (1997). *Inventions and Inventors--Cross Curricular Activities*, Scholastic Professional Books. New York

Fry, T.S. (2000). Multicultural perceptions held by preservice social studies teachers, *Journal of Critical Inquiry into Curriculum and Instruction*, vol.2, No.2

Fry, T.S. (2006) "Location, Location, Location: Integrating Math and Social Studies to Teach Longitude and Latitude," *Bulletin of the Kansas Association of Teachers of Mathematics* Vol.80, No.3

Fry, T.S. (2004) "The Struggle Against 'Separate But Equal'—Teaching About Brown v. Topeka," *Southern Social Studies Journal*, Vol.30 (1)

Fry, T.S. (2004) "Constitutional Mathematics: Integrating Social Studies and Mathematics," "Lesson Plan #1: The Electoral College Game, *Law Wise*, Sept.

Fry, T.S. (2003) "Climate: A Powerful Tool for Inquiry, Integration and Understanding in Social Studies," *Southern Social Studies Journal*, Vol. 29 (1)

Fry, T.S. (1990) "The Unknown Indian Monument," *Heritage of the Great Plains*,

Fry, T.S. (1987) "Stone Houses for the Kansa Indians," *Kanhistique*, October

Glover, R.J., O'Donnel, B.K. (2003) Understanding human rights, *Social Studies and the Young Learner*, Vol.15, 3

Hunter, M. (1982) *Mastery Learning*. El Segundo, CA: TIP Publications

National Council for the Social Studies. (1994). *Curricular Standards for Social Studies: Expectations of Excellence*. Washington, DC.

National Council for the Social Studies. (2003) Notable Social Studies Trade Books for Young People, *Social Education* , Vol. 67, 4 May/June 2003.

Roach, C. & Dunworth, L. (Eds.) (1988). *Life, Liberty, Law—A Law Related Education Guide*. Jones Institute for Educational Excellence, Emporia, KS

Van Cleaf, D. W. (1991). *Action in Elementary Social Studies*. Allyn & Bacon, Boston

ED337 SOCIAL STUDIES PRACTICUM
Addendum to ED 330 syllabus
Fall 2006

Course Description and Goals--The social studies practicum is designed to:

- 1) help students gain confidence in their teaching abilities;
- 2) reinforce specific social studies teaching competencies developed in the methods class.

Requirements/Tasks for ED 337-Social Studies Practicum

Participation, Commitment, Effort

Attendance in the practicum is mandatory. Emergency absences will be dealt with on a case by case basis but your time in the practicum will need to be made up or you will not receive the hour credit for your practicum. Collaboration with colleagues including practicum partners and your mentor teacher(s) and the amount of commitment to your students (effort) will affect your grade. Input on participation points will be derived from information from your mentor & practicum partner. 50 points possible here.

Task #1--Develop and teach two lessons using a variety of teaching strategies: concept attainment, inquiry, guided discussion and/or teacher demonstration. Lesson plans are usually developed collaboratively with a peer(s). Pre-planning forms will be completed and signed by your mentor teachers the week before you teach. Formal lesson plans are due one week after lesson is taught to encourage the process of **reflection** and to include what you might do differently next time. Additional guidelines for lesson plans and a grading rubric will be provided later. Mentor teachers will also fill out a presentation rubric on your teaches. 50 pts. for each lesson plan, 100 total

Task #2--Develop and teach an integrated unit with social studies at the core. The unit will be taught over the last four days of the practicum. Additional guidelines and grading rubric will be provided at a later date. Unit plans are due on December 7. 100 pts. for the integrated unit

Task #3—Keep a journal of your practicum experience. Journal should be a minimum of 1200 words. Possible topics for journal entries could include: reflections on observation/work/plan days, information about school and classroom diversity—ethnicity, SES, exceptionalities, and sensitivities or strategies for dealing with diversity; room arrangement; bulletin boards in room and in hallways; students' abilities, behavior problems, attitudes; behavior and procedural management (drinks, bathroom, etc.) 50 pts. for journal

300 pts poss. in 337 90-100%-A,80-89%-B,70-79%-C,60-69%-D, below 59%-F

**PRACTICUM FOR ED337
TEACHING SOCIAL STUDIES
Fall 2006-Williams and Scott Elementary Schools**

PROPOSED CALENDAR:

PHASE 1- During the first phase students go to an assigned classroom one day a week (mainly Thursdays @ approx. 2 p.m.). The proposed dates are:

September 21: Introduction to school, administrators & mentor; Observe/help in classroom

September 28: Observe/help in classroom, plan time

October 5: Observe/help in classroom, plan time

October 12: Teach first lesson (probably a map lesson), plan time

October 19: Washburn University's Fall Break

October 26 Observe/help in classroom, plan time

November 2: Teach lesson 2, plan time

November 9: Observe/help in classroom, plan time

PHASE II- UNITS: During the final weeks of the practicum, students teach lessons from integrated units they develop. Four periods are required for this aspect of the practicum. We will need to be here on some Tuesdays. Proposed Teaching dates:

Nov. 16- possible teach day for unit

Nov. 21- possible teach day for unit (Tuesday)

Nov. 28- possible teach day for unit (Tuesday)

Nov. 30- possible teach day for unit

Dec. 5- optional possible teach day for unit (Tuesday)

Dec. 7-Unit due—class meets at Washburn University 12:30 p.m.

--Creative Experiences will meet at 12:30 on the 7th

Time: Lessons should be about 40 to 50 minutes long.

Number of Classrooms: I have 30 (maybe a few more) students in the social studies practicum, therefore I need to arrange to have about 15-16 classrooms. My students will probably be in groups of 2 students and each group will be assigned to a participating classroom and mentor teacher.