Course: Curriculum and Instruction: Elementary Social Studies (02.562)

Scheduled time: Wednesday 1:00- 3:30: O'Leary 513

Office hours: Wednesday: 11:00- 1:00 and Thursdays: 2:30-3:30PM. In O'Leary 5th floor #525

Telephone: (978) 934-4622 / cancellation of classes: (978) 934-2121

Instructor: Dr. Patricia L. Fontaine – Patricia_Fontaine@uml.edu

PURPOSE:

Teaching Elementary Social Studies prepares you to help the younger learner gain knowledge about past and present human experiences as well as to develop the skills necessary to process and apply information. It also prepares the younger learner to develop democratic values and attitudes by providing opportunities for social participation. You will integrate theoretical knowledge and practical teaching experiences to give direction and purpose to the learning you wish your students to enjoy. You will gain insight into your students’ different learning styles, demanding creative and alternate ways in the planning, organization, presentation and assessment of daily lessons and units. You will become familiar with different available technologies that will enhance your teaching and student learning.

The guiding theme of the Graduate School of Education is Education for Transformation. This course fully embraces this theme and will prepare you to become a full participant in the dialogue about your subject matter and education in this new century. It will be your charge to:

- Demonstrate excellent knowledge, judgment and skills in your chosen professional field
- Promote equity of educational opportunity for all learners
- Collaborate with other educators, parents, community representatives to support educational excellence
- Use inquiry and research to address educational challenges

In your limited but opportunity-filled role as historical and social studies tutors, you will experience what it means to educate for transformation.

PROCESS:

Teaching elementary social studies employs small group instruction as the main vehicle in analyzing various perspectives on the teaching of Social Studies. You will witness and participate regularly in teaching through the various teaching strategies offered to the elementary teacher to reach the individual learning style and developmental age of the primary school student.
The NCSS themes combined with the Massachusetts Social Science curriculum and frameworks and UCLA historical thinking skills determine the organization and focus of this course.

LEARNING OUTCOMES:

When you complete Teaching Elementary Social Studies, you will have examined your personal beliefs about Social Studies and have:

1. Become more skillful and confident in your historical and social science knowledge (Addresses theme of excellent knowledge)

2. Become skilled in preparing learning strategies and assessment tools in a variety of formats, taking into account the range of different student learning styles (Addresses themes of excellent knowledge and inquiry)

3. Promoted the knowledge and appreciation of all cultures, especially those of the children in your classroom (Addresses theme of equity)

4. Provided ample opportunities to your students to become accountable for their own learning through active and cooperative learning (Addresses themes of excellent knowledge, collaboration and equity)

5. Become aware of your strengths and weaknesses in order to become a more reflective practitioner with the ability to adapt to all types of changing learning situations (Addresses themes of excellent knowledge and inquiry)

6. Incorporated critical and historical thinking skills and higher order questioning at all grade levels (Addresses themes of excellent knowledge and inquiry)

7. Engaged students in asking and probing difficult questions that require moral and ethical answers (Addresses theme of equity)

8. Promoted and sustained the values and beliefs reflective of living in a democratic society and a global world by actively participating in community service and promoting a social curriculum (Addresses themes of equity, collaboration and inquiry)

9. Promoted interdisciplinary learning by choosing to look at subject matter through different perspectives (Addresses themes of excellent knowledge and inquiry)

10. Become familiar with the state and national frameworks (NCSS) for history/social studies and implemented the content, skills, dispositions and assessment promoted in these documents into your teaching (Addresses themes of inquiry, research and excellent knowledge)

11. Promoted literacy through the introduction and integration of historical fiction (Addresses themes of inquiry, excellence and collaboration)

12. Understood how technology can enhance the learning of all participants (Addresses theme of excellent knowledge)
13. Understood the importance of developing language objectives as well as content objectives for ELL students (Addresses theme of equity, collaboration and excellent knowledge)

14. Understood the importance of teaching with historical places as an example of experiential learning (Addresses themes of excellent knowledge, inquiry and collaboration)

ASSESSMENT:

This course follows the grading system outlined by the Graduate School of Education. All oral and written work must be of graduate quality and on time. If assignments are late, you will lose a whole grade. All written work must be typewritten (work processed).

It is understood that when a group project or presentation is required, all members of the group receive the same grade. This is an exercise in cooperative learning!

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<tr>
<th>Column1</th>
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<tbody>
<tr>
<td>Grade</td>
<td>GPA</td>
<td>GSE point structure</td>
<td>Comment</td>
</tr>
<tr>
<td>A+</td>
<td>4.0</td>
<td>99-100</td>
<td>Work of the highest professional standard demonstrating independent and exemplary performance</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>96-98</td>
<td>Excellent work demonstrating independent and high quality performance.</td>
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<tr>
<td>A-</td>
<td>3.7</td>
<td>91-95</td>
<td>Very good work, carefully executed, but requiring some areas of improvement.</td>
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<tr>
<td>B+</td>
<td>3.3</td>
<td>86-90</td>
<td>Good work, indicating careful thought and attention to the task, yet requiring several areas of improvement.</td>
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<tr>
<td>B</td>
<td>3.0</td>
<td>80-85</td>
<td>Work of graduate standard, but omissions exist or careful analysis is not in evidence.</td>
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<td>B-</td>
<td>2.7</td>
<td>76-79</td>
<td>Effort is evident, but work indicates lack of understanding of the demands of the task</td>
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<tr>
<td>C+</td>
<td>2.3</td>
<td>70-75</td>
<td>Poor quality work with little attention to detail and the demands of the task.</td>
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<tr>
<td>C</td>
<td>2.0</td>
<td>65-69</td>
<td>Work of very poor quality, indicating no understanding of the depth of analysis required.</td>
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<td>F</td>
<td>0.0</td>
<td>Below 65</td>
<td>Serious neglect or evidence of cheating.</td>
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Only one assignment is permitted to be redone to obtain a higher grade. If an assignment is resubmitted, the grade will be no higher than a B.

Two or more absences, tardiness to class and lateness in passing in assignments will all compromise your grade. Please call me if you are absent.
All individual and/or group assignments will always be accompanied by a rubric or another form of assessment.

Please consult the graduate school calendar- not the undergraduate school calendar!

You are required to maintain a teaching binder where you will organize all materials used in class to be completed by your own materials. This binder will be part of your class grade.

Other than the books you have purchased for this class, you will also create on-line a final product photostory book using blurb.com that will document your lessons of historical tutoring. The cost for this book is between $20-$30.

**Students’ final grades** are divided in the following manner:
- Class attendance, participation, passing assignments in on time, morning meeting, and binders: 15%
- Midterm: Service learning Project: 20%:
- CD-ROM assignment and posttest: Developing historical knowledge: 10%
- Oral and written assignments: 30% (group as well as individual)
- On site visits/final project: historical tutoring: 25%

You may use the internet as a resource, but need to remember to cite the appropriate web sites. Be familiar with the University’s policy on plagiarism and academic dishonesty. Both statements are enclosed.

**ABOUT THE BINDERS…**

Obtain a large three-ring binder and tab it according to the sections below.

1. Planning

2. Instructional strategies (use description sheet)

3. Historical thinking skills

4. Assessment

5. One section for each framework strand: HISTORY, GEOGRAPHY, CIVICS, and ECONOMICS

**Place all class work (my models plus your peers), as well as your work, inside this binder.**

I will check these binders at the end of the semester. You need to make sure that all the cover sheets for each section are complete.
EACH CLASS:

Starting **September 21st** one student will take over morning meeting. Morning meeting should not be longer than **10 minutes** and needs to address all of its 4 components: greeting, sharing, group activity and news and announcements. You need to choose one of the activities from your book and students need to choose a different activity than the one presented by their peers.

This same student will present a **current event that has an historical antecedent**. This means that a current event (local, national or international) reminds you of another period in history—meaning that both events are in essence historical twins.

MIDTERM: Service learning project:

____________________________________________________________________

YOUR FINAL:

This **fall** everyone will be involved in literacy projects in a Lowell school. There is a lot we will be able to accomplish to address the needs of the school and to help the teachers and students incorporate the new social science frameworks into their learning and teaching.

You will be assigned two students. Some students are second language learners, while others need some extra support in both history and literacy. This year students who are advanced in reading and social studies will also be given the opportunity to expand their historical knowledge.

You will be trained on how to teach history using expository text and historical fiction. The content of the historical tutoring is colonial America.

The goal of literature-based instruction in the social studies is to help students achieve independence in both reading and comprehension. The introduction of good historical fiction is a way to achieve these goals.

In order for historical fiction to become a viable teaching tool, it is important to look at different ways teachers can “use” books to reinforce literacy as well as developing a good sense of history.

**You will create a photostory using www. blurb.com** and a written log/journal of your experiences.

____________________________________________________________________

CD-ROM Assignment

Early in the semester you will be given a pretest on American colonial life and the American Revolution. This pretest will cover the content of the state frameworks for grades three and five.
You will then be given 3 CD-ROMs with questions and activities that will help you develop your historical knowledge of these periods in American history. You will also have access to a class WIKI. At the end of the semester, you will be given a post-test to evaluate if your historical knowledge has benefited from being exposed to the information on the CD-ROMS. You will be able to use these CD-ROMS in your future classrooms.

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**SCHEDULE AND TOPICS**

**Discipline strand: Professional**

**9/7 Introduction to the course**
- Review of course requirements
- What is social studies education?
- Approaching content material: teaching of knowledge, skills, values, and citizenship
- Shulman’s content knowledge, pedagogical knowledge and curricular knowledge
- Teaching for democracy and creating a democratic classroom: the social curriculum underlining morning meetings
- MA state frameworks for History and the Social Sciences: MCAS
- A national platform: the NCSS themes and Historical thinking skills

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Learning outcomes addressed: #1, 3, 5, 8, 10, and 13,14

What students will know: the importance of addressing different learning styles in teaching by flexing one’s teaching style in order to reach students’ different learning styles; understanding the democratic classroom as the only environment conducive to learning; students will also understand the demands of mandated state testing and a prescriptive curriculum

What students will do: they will take a history content test to evaluate their own historical knowledge; they will also become familiar the responsive classroom recognizing that the social curriculum is as important as the academic curriculum.

**9/14 WHERE TO BEGIN: Goals, objectives, strategies and the development of social studies skills**

**Discipline strands: Professional/History/Geography/Economics**
- Discussion about morning meetings
- Unit planning: content and format –Introduction to Understanding By Design: enduring understandings and essential questions
- Daily lesson planning: content and language objectives (SIOP): What is sheltered instruction and who is the ELL student
- Differentiating instruction
- Teaching strategies and the development of social studies skills
- Addressing historical thinking skills
• Demonstration of a third grade interdisciplinary lesson on the Boston Tea Party

Learning outcomes addressed: #1, 2 and 6,7,9,10,11,12
What students will know: the importance of interdisciplinary teaching as well as the necessary preparation for unit planning and daily lesson plans. Students will also become familiar with the reasoning behind sheltered instruction and how teachers can help develop the academic and social skills of ELL students.

What students will do: create an interdisciplinary daily lesson and a unit plan for an appropriate grade.

Themes: Time, continuity and change/Culture and cultural diversity/Individual development and identity/Individuals, groups and institutions/People, places and environment

9/21 INTRODUCTION TO EXPOSITORY TEXT AND HISTORICAL FICTION IN THE TEACHING OF HISTORY

♦ Preparation for historical tutoring
♦ Strategies for teaching with historical fiction
♦ Strategies for understanding expository texts
♦ First morning meeting and current events

This class will prepare you for your role of historical tutors. Historical tutoring begins the week of September 28th

9/25 SELECTION OF CONTENT AND ASSESSMENT

Discipline strands: Technology
• What to teach and how to present it: building relationships between facts and concepts: concept teaching across all strands
• Introduction to the software INSPIRATION to teach concepts
• Good questioning leads to good assessment
• Teaching social studies using the internet: Plimoth and Jamestown

Learning outcomes addressed: #1, 2, and 4,5,9,11,12

What students will know: how to teach concepts using graphic organizers; the creating of open-ended questions; the importance and creation of good assessment tools.

What students will do: written assignment presenting 10 history and/or social studies concepts using the software INSPIRATION
10/5  
*Service learning session*

10/12  
**TEACHING CIVICS**

Discipline strand:  Civics

- Understanding the functions of government
- Understanding the role and responsibilities of citizenship
- Plimoth and Jamestown
- Development of civic virtues through literature: fables, legends and the world of Dr. Seuss
- The electoral process

Learning outcomes addressed:  1,2,3,4,5,6,7,8,9,10,11,12,13

*What students will know:* the importance of instilling at an early age the foundations for democratic participation.

*What students will do:* prepare a lesson around a piece of literature that develops civic virtues

*Themes:*  Time, continuity and change/Culture/ Individual development and identity/Power, authority and governance/ Civic ideals and practices/Individuals, groups and institutions

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10/19  
**GEOGRAPHY**

Discipline strand:  Geography

- Development of the 5 themes of geography: location, place, people, relating to environment, movement of people and ideas, regions
- Developing geographic literacy
- The movement of people and ideas: *immigration*
- Google earth and geocaching using GPS: with third graders

(Social studies skills developed: the application of mapping skills, determining longitude and latitude, interpreting time zones, using geographic tools)

Learning outcomes addressed:  #1, 2, and 3, 4, 5,6,9,10,11, 12, 13

*What students will know:* the importance of having classroom students “do” geography by emphasizing the kinesthetic modality of learning

*What students will do:* Paired with third graders they will experience geo-caching through the use of a GPS.
Themes: People, place, environment/Global connections/Production, Distribution and Consumption

10/26  Geocaching with third graders: discovering Civil War Lowell

11/2 TEACHING HISTORICAL KNOWLEDGE

Discipline strands: History/Economics/Geography/Civics/Technology
- The teaching of key events, terms, people, places: development of theme of culture and identity
- Organizing historical knowledge: paper magic
- Integrative history: use of film, poetry, song
- Watch the film, Molly's Pilgrim: a second grade lesson on the teaching of Thanksgiving: celebrating America's diversity

(Social studies skills developed: chronology, compare/contrast, fact vs. opinion, fact vs. fiction, bias and stereotyping)

Learning outcomes addressed: #1, 2, 3, 4, 6, 7, 8, and 9,10,11, 12, 13

What students will know: the importance of appropriate choices in the teaching of celebrations and holidays in diverse ethnic, racial and religious school populations: the telling of historical truth

What students will do: present an activity for a specific celebration/holiday appropriate for an urban population: use of paper magic as an organizer

Themes: Culture and cultural diversity/Time, continuity and change/People, place and environment/Individuals, groups and institutions/Individual development and identity production, distribution and consumption/Global connections

11/9 TEACHING HISTORICAL KNOWLEDGE

Discipline strands: History/Economics/Geography/Civics
- The teaching of key events, terms, people, places
- The silent voices and places of history
- Teaching Massachusetts history to elementary students: grades K-4
- Teaching with biographies
- A fifth grade lesson on Lewis and Clark
(Social studies skills developed: cause/effect, fact vs. fiction, teaching with biographies)

Learning outcomes addressed: #1, 2, 3, 4, 5, 6, and 7,8,9,10,11,12,13

What students will know: the importance of teaching about the silent voices and places of history, those important figures and events not mentioned in textbooks

What students will do: present biographies on important silent voices in history

Themes: Culture and cultural diversity/Time, continuity and change/People, place and environment/Individuals, groups and institutions/Individual development and identity/Production, distribution and consumption

11/16 TEACHING HISTORICAL KNOWLEDGE (con’t)

- Developing visual and media literacies

11/23 TRIP TO THE TSONGAS INDUSTRIAL CENTER: Discovering economic concepts through a field trip: Teaching with historic place

Discipline strand: Economics/Civics/History/Technology

- Development of concepts of economic literacy: supply/demand; wants/needs; goods/services; division of labor
- Teaching with historic places: Lowell Mills

Learning outcomes addressed: #1, 2,3,4,5,6,7,8,9,10,13,14

What students will know: the importance of community resources (i.e. museums) in the reinforcement of economic concepts through a field trip.

What students will do: students will work in groups and go on a scavenger hunt in the museum. They will also be exposed to experiential learning by participating in the Change in the Making workshop. They will create a lesson plan on the Lowell mills using the NPS Teaching with Historic Place lesson plan.

Themes: Production, distribution and consumption/Global connections/Civic ideals and practices/Individuals, groups and institutions/Power, authority and governance

11/30 ECONOMICS

Discipline strand: Economics/Civics/History/Technology

- Development of concepts of economic literacy: supply/demand; wants/needs; goods/services; division of labor; global economy
• Using historical fiction to understand historical concepts: Everybody Cooks Rice: In-class teaching of an economics lesson for second and third graders
• Colonial posttest
• Binders due

(Social studies skills developed: reading graphs and charts)

Learning outcomes addressed: #1, 2,3,4,5,6,7,8,9, 10,11,12,13

What students will know: the importance of economics in many of the decisions an individual/family/nation makes

What students will do: students will work on graphing economic information as well as focus on the economic interdependency of the world; students will also generate ideas about how to use a trade book to teach economic concepts.

Themes: Production, distribution and consumption/Global connections, Civic ideals and practices/individuals, groups and institutions/Power, authority and governanc

12/7 Photo journals of historical tutoring are due

Required readings and materials:

1. Blurb.com : Price of book around $25.00
2. The Morning Meeting Book. Roxann Kriete
3. Everybody cooks rice- Norah Dooley
4. If you lived in Colonial Times by Kay Moore
5. Thanksgiving on Thursday by Mary Pope Osborne