



**AEDL A443
Teaching Social Studies in the
Elementary School
Fall, 2008**

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Meeting Times: M 8:30-11:30
Meeting Location: J.D. Lever Elementary
Office: MF: As Posted
Office Hours: Others by appointment

Mission Statement: The USCA School of education, in partnership with the university community, regional schools, area professionals and businesses, prepares dynamic educators who are knowledgeable in their fields, skilled in the art and science of teaching, and dedicated to providing the quality education that every student deserves.

I. Descriptive Information

- A. AEDL 443. Teaching Social Studies in the Elementary School
- B. Catalog Description. Admission to Education Professional Program or special permission of School Head; coreq: AEDL 443P, Senior Block.)
- C. Intended Audience: This course is intended for elementary education majors.

II. Course Goals and Objectives

A. General Goals

Students will develop an understanding of teaching social studies in grades two through eight with a variety of methods and materials that support and enrich the skills, abilities, and attitudes for learning social studies in the elementary and middle school grades. The course is designed to model exemplary teaching practices and to develop knowledge of and ability to implement teaching strategies as described in the NCSS *Standards for Social Studies Teachers* and the *South Carolina Social Studies Curriculum Standards*.

1. To identify, discuss, and explain the state and national objectives relative to the social studies curriculum;
2. To develop and review effective teaching strategies;
3. To develop lesson plans that align state social studies standards, objectives, appropriate teaching procedures and activities and assessments;
4. To develop classroom strategies that will promote diversity of cognitive development levels, learning styles, and positive social studies attitudes of children in social studies instruction;
5. To provide experience in instructional activities for elementary and middle school social studies classes;
6. To develop personally and professionally as a teacher of social studies in elementary and middle grades; and
7. To provide experience in oral and written communication about concepts in the elementary social studies curriculum.

III. Course Readings:

A. Required Readings

Berson, et al. (2007). *Social studies on the internet* (3rd ed.). Columbus, OH: Pearson.

South Carolina Social Studies Curriculum Standards 2005. [On-line] Available:

http://www.myschools.com/offices/cso/social_studies/social.htm

South Carolina Social Studies Academic Standards Support Site

<http://www.sctlc.com/ss/soc/>

B. Supplemental Readings

Other readings may be provided in class for group discussion and related assignments as warranted.

C. Professional Organizations

National Council for the Social Studies (NCSS): www.ncss.org

South Carolina Council for the Social Studies (SCCSS): www.sccss.org

IV. Instructional Procedures

Teaching strategies used to address course content include, but are not limited to: hands-on activities demonstrating the use of manipulatives in instruction; video presentations of assessment procedures and classroom practices with children, cooperative learning projects, investigations with the inquiry process based on a social studies question, guest speakers, field experiences, questioning, discussion and textbook demonstrations and simulations.

V. Course Requirements

A. **Administrative Requirements**

- **Attendance Policy:** As a part of your professional development, class attendance is essential and punctuality is expected. You are responsible for material covered in class during any absence and for checking with the instructor or classmates about any changes in scheduling or assignments that may have been made. Missed in-class exercises may not be made up. If you anticipate an absence, notify the instructor in advance of the absence. Excessive absences/tardies may affect the final average.
- **Late Assignments:** No assignments will be accepted
- **Honor Code:** Plagiarism is prohibited. Please review the sections of the USCA Academic Code of Conduct on plagiarism. For additional information regarding plagiarism, consult the *Publication Manual of the American Psychological Association*. The following statement should appear on the first page of all major examinations and assignments:

On my honor as a University of South Carolina Aiken student, I have completed my work according to the principle of Academic Integrity. I have neither given nor received any unauthorized aid on this assignment/examination.

Signature

Date

- **USCA Code of Conduct:** Students will conduct themselves in class in accordance with the standards noted in the USCA Student Handbook. Given that this course is required in preparation for becoming a teacher, students should exhibit those behaviors expected of professionals.
 - Please switch all cell phones and pagers to a non-audio mode during class.
 - Please do not bring children or guests to class unless prior permission has been given by the professor.
- **Students with Disabilities:** If you have a physical, psychological, and/or learning disability which might affect your performance in this class, please contact the Office of Disability Services, 126A B&E, (803) 641-3609, as soon as possible. The Disability Services Office will determine appropriate accommodations based on medical documentation.
- All major assignments must be typed, including library assignments and/or technology assignments. Computers are available on campus to support your needs. Plan in advanced for potential technology problems.
- An additional note on downloading and plagiarism. In developing your lesson plans for the required activities of this class, I encourage you to seek outside sources. The most readily available reference source is, of course, the internet. It is acceptable for you to access a lesson plan and it is acceptable for you to download that lesson plan and include it in your assignment. Yet, you **MUST** give credit reference to this source. If you choose to download and then use a lesson from the internet or any other trade reference, you need to provide either the URL or the authors name and the reference name (book, journal, etc.) at the bottom of your lesson. If you do not cite your source, it is assumed that this lesson was created by you. Yet, in fact, this is plagiarism which constitutes an automatic F in the class and the possibility of university consequences as well. Even if you download a lesson and then change it (use different materials, procedures, assessment strategies), you still must cite where the lesson's premise came from.

B. Required Activities

- Prepare a four-lesson instructional unit premised on Gardner's Theory of Multiple Intelligences (see attached).
- Use language arts trade books to develop four lesson plans (see attached).
- Compile a list of 16 social studies related web sites (see attached).
- "Status of Social Studies" Paper (see attached).
- Lesson Presentation (see attached).

VI. Evaluation and Grading Scale

Grading: Grading in this course will be determined, in part, by the critical reading and writing activities regarding the course materials and by attendance and contribution to class and group activities. Evaluation will focus on the ability to identify important ideas, articulate the complexity of issues, recognize different points of view, and apply content in meaningful ways. If you are unable to attend class, it is your responsibility to acquire the information covered in that session. This includes all information from media used in class, such as handouts, films, video and audiotapes, as well as presentations and discussions. Grades will be determined through a variety of written and non-written activities, including exams, as well as class attendance and participation.

Evaluation:

LA/SS Lessons	250 pts
MIT mini-unit	400 pts
Web site project	100 pts
“Status” Paper	250 pts
	1000 pts

Grading Scale

93 - 100%	930-1000 pts	A
90 - 92%	900-929 pts	B+
87 - 89%	870-899 pts	B
82 - 86%	820-869 pts	C+
78 - 81%	780-819 pts	C
74 - 77%	740-799 pts	D+
70 - 73%	700-739 pts	D
Below 70	600 -below	F

VII. Tentative Topics and Class Activities/Assignments

The following assignments and activities will be used in evaluating your level of achievement in this course. The instructor reserves the right to change and/or delete assignments. Assignments should be typed unless other specified.

Date	Assignment or Activity
August 25	Course Overview Defining Social Studies South Carolina Social Studies Standards
September 8	The Status of Social Studies Read: <i>The Status of Social Studies</i> (White) Read: <i>It's Time to Transform</i> (Hope) Read: <i>What Elementary Students and Teachers Say about Social Studies</i> (Zhao and Hoge). Read: <i>What Happened to Social Studies?</i> (McGuire)
September 15	The Theory of Multiple Intelligence Lever Library Resources Status of Social Studies Paper due
September 22	Instructional Strategies in Social Studies
September 29	Assessment in Social Studies Internet Project due
October 6	The Teaching of History
October 13	The Teaching of Geography
October 20	SCGA Presentation
October 27	The Teaching of Economics
November 3	The Teaching of Political Science
November 10	Linking Language Arts and Social Studies Language Arts Project due
November 17	Critical Social Studies Gender Issues in Social Studies
November 24	Student Demonstration Lessons
December 1	Student Demonstration Lessons Multiple Intelligence Portfolio due

AEDL 443
Multiple Intelligences Instructional Strategy Portfolio

I often say that the three commonalities of the children you teach will be: 1) their teacher; 2) their age, and 3) their grade level. Other than that, the cognitive and social differences in your children will be woefully different. What will also be different is “how” your students learn. Some learn best by doing, some by visually seeing concepts, some by dancing and creating. Anyway your students learn is the way in which you should attempt to present the material.

In this light, I would like you to create a portfolio utilizing four of the eight multiple intelligences outlined by Howard Gardner. You are to choose a module or overarching theme within the broad framework of social studies.

For your lesson plans, please follow the exact rubric for creating ADEPT lessons with the exception of:

- At the top of each lesson, please put:
 - What intelligence this lessons relates to (**Intelligence**)
 - What students strong in this intelligence like to do (**Likes To**)
 - The ways in which these students learn (**Learn Best Through**)

Your lessons are to be as thorough and detailed as possible. It will be hard for you to construct a viable lesson plan if you do not have a firm grasp on Gardner’s eight intelligences. I would advise that you seek outside references to assist you.

Your portfolio should consist of (in this order):

1). A 4-5 page overview of Gardner’s Theory of Multiple Intelligences, including a thorough description of each of the eight intelligences. This is the theoretical, empirical section of your portfolio where you show that you have a clear sense of the origin of the theory, what it actually states, and its impact. I would encourage the utilization of several outside sources for this section.

2). Choose four of the eight intelligences to be addressed in your portfolio. Create a lesson plan that is theme-centered and utilizes one of the intelligences chosen. I would like each intelligence to be demarked by a tab or a divider.

3). This is to be followed by a 3-4 page reflection on how and why you are going to use Gardner’s theory in your classroom. You may consider addressing questions such as: How relevant is Gardner’s theory? Does it help students to learn? Why? How? What are the strengths and/or the weaknesses behind this theory? And lastly, how can this help you to become a better teacher?

Language Arts/Social Studies Lessons

As students come to perceive social studies as both boring and inherently detached from their lives, it is incumbent upon teachers to develop ways in which social studies can be fun and engaging AND directly related to the lives of our students.

One way to do this is to incorporate language arts into social studies lessons. You are to choose four language arts books (any grade level or ability level you desire). From these books you are to produce a series of four lesson plans for each of the strands of social studies. Thus, one book, one strand, one lesson. Please be sure to indicate, in your lessons, what standard(s) are being addressed via your book.

There are several language arts books in the curriculum lab, yet this is also going to take some sleuthing on your part.

Social Studies Website Project

The web has become an increasingly powerful tool for both teachers and students alike. Given this, it is imperative that you be able to access sites that make your social studies lessons more engaging and relevant to the lives of your students.

You are to explore the web looking for 16 interactive, engaging, relevant, and “professional” social studies sites. I am not necessarily looking for lesson plans sites – those are abundant. I am looking for individual sites with individual lessons or activities specifically geared for K-5 social studies. Though K-1 is not technically “elementary,” I am asking that you try to locate such sites as well.

I desire 16 total sites – four for each of the four strands. **DO NOT USE SITES ALREADY LISTED IN YOUR BOOK.** I would like each site to include the URL (locator), the title of the site or lesson, and an annotated bibliography. You are also to tie each website to the general standards and specific indicator(s). I have provided an example below.

Sample:

U.S. Census Bureau

<http://factfinder.census.gov/home/en/kids/kids.html>

This site provides wonderful information to users about the information that has been obtained from the last census. When one first goes to this site, information is given on the United States population in real-time. The user may then go to several different areas to obtain individual state census data, take a quiz, or learn why a census is taken. If the quiz is taken, the user can choose a category such as housing, economics, social characteristics, population, or employment. The questions are posed in a fun manner and hints are given if an incorrect answer is chosen. At the end of the quiz, the user can get a special prize such as a map to color. This is a great site to use in researching how most people live in the United States such as the size of their homes and families. This can also be a wonderful site to use in studying the state of South Carolina in the third grade!

Standard:

2-1.1 Recognize the basic elements that make up a cultural region in the United States, including language, customs, and economic activities.

3-1.2 Interpret thematic maps of South Carolina places and regions that show how and where people live, work, and use land and transportation.

The Status of Social Studies Paper

I am asking that you examine the status of social studies, not just here in South Carolina, but throughout the United States. Your conclusion will be based upon the articles provided as well as other complimentary articles.

In addition to the four articles provided in class, you are to choose five (5) additional articles concerning elementary social studies instruction. All five sources must come from journals (start with: *the Social Studies*, *Social Studies and the Young Learner*, *Journal of Social Studies Research*, *Social Education*), books, and/or magazines. **No internet sources will be accepted.**

Based upon nine (9) articles (four provided and five additional sources), address the following questions: What is the overall perception of social studies? What factors have contributed to this status? What do these authors state is being done to influence the status of social studies (both positively and negatively)? In your opinion, what three (3) initiatives would you undertake to directly increase the status of social studies? Be extremely specific and extremely detailed in your offering of suggestions/remedies.

This paper is to be 6+ pages in length, and be supported by ample and appropriate in-text citations. Citations (both in-text and on your Works Cites page) are to be formatted in APA 5th edition.

Lesson Demonstration

Here, you are asked to design and develop a lesson-based activity in which you are going to “deliver” to your classmates. You will choose a grade level, a social studies standard, and design a hands-on, creative, relevant and engaging activity to support your particular standard. In essence, you are going to “do” social studies. You will be peer-assessed on your preparedness, your choice of activity, and, particularly, how it directly reinforces the standard chosen (a rubric will be provided for peer-assessment). This is not to be a filler or simply a “fun” exercise; it is to directly support and enforce the standard.

Below are a few particulars:

- You will have 20 minutes to perform your activity. Plan accordingly.
- You must provide all materials needed for this activity. You will also need to provide a complete set of materials used for each classmate.
- You must provide a one-page handout for each classmate with the following included:
 - o Name of the activity
 - o The complete standard addressed
 - o A descriptive list of materials needed
 - o A step-by-step procedures section detailing how to deliver this activity
 - o How to assess the activity (rubric, quiz, informal)
 - o Any supplemental references or resources needed or used (books, websites, etc).

APA Style Quick Reference Guide

Disclaimer: This guide is only intended to be used as a Quick Reference (most commonly used citations). For further guidance, consult the *APA Manual*, available at the **Reserves Desk**. For additional help or questions on writing, refer to the Writing Room located in HS&S 112 or ext. 3262.

Publication Manual of the American Psychological Association, 5th ed. Washington, D.C.: APA, 2001.

Spacing for the margins of the paper should be one inch at the top and bottom and on either side. Paragraphs should be indented one-half inch (computer) or five spaces (typewriter). Text of the paper should be double spaced. Double check with your instructor or editor for their preferred indenting style. The separation between major divisions (author, title and publication info) is marked by a period and one space. **Entries in the Reference page begin with References as the heading and all should begin flush with the left margin. Second and subsequent lines in the entry should be indented one-half or five spaces. Double space between and within entries.**

Books

Book by a single author:

Moore, A. M. (2000). *The insider's guide to study abroad*. New Jersey: Peterson's.

Book by two authors:

Ritter, M. A., & Albohm, M. (2000). *Your injury: A common sense guide to sports injuries*.
Indiana: Cooper Publishing Group.

Chapter in an Edited Book:

Allan, R. (1996). Heart & mind. In S. S. Scheidt (Ed.), *Empirical basis for cardiac psychology*
(pp. 12-26). Washington, DC: American Psychological Association.

Encyclopedia Article (signed):

Gelpi, A. (1996). Emily Dickinson. In *Academic American Encyclopedia* (Vol. 6, pp. 157-158).
Danbury, CT: Grolier.

Encyclopedia Article (unsigned):

Portuguese Language. (1998). In *Encyclopedia Americana* (Vol. 22, p. 449). Danbury, CT:
Grolier.

Journals/Magazines/Newspapers

Journal Article with Continuous Pagination:

Armstrong, E. G. (1993). The rhetoric of violence in rap and country music. *Sociological Inquiry*, 63, 64-84.

Journal Article (scholarly journal that pages each issue separately):

Ward, J. (1999). Cell out. *Engineering*, 240 (9), 50-51.
(In this example, "240" is the vol. number, "9" is the issue number, "50-51" are the pg numbers)

Newspaper Article – No Author:

Cuba's women defeat United States for basketball gold. (2003, August 10). *New York Times*, p. SP10.

Electronic Sources

Full Text Article in Database:

Heyer-Gray, Z. A. Gender and religious work. *Sociology of Religion*, 61(4), 467-471.
Retrieved August 14, 2003, from InfoTrac Expanded Academic Index.

Electronic Articles that are Exact Duplicates of the Print Source:

Redelmeier, D. A. & Tibshirani, R. J. Why cars in the next lane seem to go faster
{Electronic version}. *Nature*, 401(6748), 35.

Daily Newspaper Article (electronic version available by search):

Kehr, D. (2003, August 8). My daughter, myself. *New York Times*. Retrieved August 12, 2003, from <http://www.nytimes.com>

Other Internet Materials (not databases):

Sylyvia, R. M. (1996). *Horse breed associations and registries*. Retrieved August 14, 2003, from <http://www.equineinfo.com/horsebreeds.htm>

APA Style Guide also available on the Library website at:

<http://library.usca.edu/styles.php>

The APA website on citing Electronic Resources is available at: <http://www.apastyle.org/elecref.html>