

**ELED 407**  
**Materials and Methods in Social Studies**  
**Course Syllabus**  
**Sample**

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**Pre-requisites:** ELED 345, EXED 330

**Co-requisites:** ELED 355, ELED 365

**Field Experiences**

*Before attending field experiences*, students must have on file in Teacher Services a) a clear criminal report from the Kentucky State Police Records Section in Frankfort, Kentucky, b) proof that a physical examination has been completed and that the student is free of communicable diseases and any physical or mental disabilities that would interfere with the performance of duties expected in field placement, and c) a negative report from a test for tuberculosis.

**Course Description:** A study of the objectives, materials, organization, and instructional techniques in the social studies appropriate to grades K-5. Field experiences in public schools and/or other appropriate settings away from campus are required in this course. Students are responsible for their own transportation to designated or assigned sites. The university and faculty accept no responsibility for the described travel.

**Rationale:** This course prepares pre-service teachers for meeting the challenges faced in teaching social studies in grades K-5. Pre-service teachers learn various strategies for motivating learners, how to select content from diverse sources, how to plan and deliver effective lessons, how to organize learners into effective instructional groups, how to address important multicultural and sex-equity issues, how to utilize technology and how to assess what students have learned.

**Required Texts:**

Fritzer, P.J. & Brewer, E.A. (2010). *Social studies content for elementary and middle school teachers*. Boston: Allyn and Bacon.

Ayres, T. (2004). *That's not in my American history book: A compilation of little-known events and forgotten heroes*. New York: Taylor Trade Publishing.

**Required Materials:** Students are required to have a box of markers, scissors, and glue for instructional purposes. Please bring materials to each class.

**Absence from Class or Field:** If an absence is unavoidable, it is the candidate's responsibility to contact the instructor and arrange to make up work missed. Excessive absences will affect professionalism grades. Absences equating 20% of campus class meetings (3 classes) will result in an automatic 0 in professionalism. In the field, students are expected to contact the assigned teacher and make up any time missed before the end of the semester. Failure to do so will result in an Incomplete grade.

**Course Objectives and Outcomes:** The student will

Objective	Activities	Assessment
demonstrate essential content knowledge of the key concepts and generalizations in history, geography, civics, economics, culture & society appropriate for teaching elementary social studies	Plan content in KTIP lesson; take quizzes; online discussion of readings	KTIP lesson; Quest; Smarter than a 5 <sup>th</sup> Grader Quizzes; Book Discussions
demonstrate the ability to use the various tools (i.e., maps, graphs, primary sources, etc.) and technologies for organizing, analyzing, and interpreting social studies information	Use Web 2.0 tools to design "house" project; integrate technology into KTIP lesson;	House Project; teaching of KTIP lesson
demonstrate collaboration skills	Work in groups to complete a "house" project; work in groups to complete a service project in the community	House Project; Collaboration Project
demonstrate knowledge of planning, implementing and assessment of student learning by providing evidence for each of the Teacher Standards	Plan and teach a social studies lesson in the field; plan a teach a lesson to peers using literature	KTIP lesson, observation, KTIP Reflection; Literature activity
demonstrate leadership skills	Take a lead role in planning a service project in the community	Collaboration Project Reflection

**Communication:** The student is required to check his/her university e-mail account and also Blackboard between class meetings. The instructor will periodically use Blackboard and e-mail communication to post announcements, assignments, and class information.

**Instructional Methods:** Lecture, class discussions, readings, student presentations, cooperative learning activities, videos, guest speakers, field experiences, projects, and other methods as needed.

### **Electronic Portfolio**

In order for the candidate to matriculate from Block I, satisfactory completion of the critical performances for each course must be evidenced by satisfactory up-loads in the candidate's electronic portfolio. These assignments are not to be uploaded until the class instructor has given permission to the student. The assignments must be typed in Microsoft Word or saved as a pdf or an rtf file. The web address for the electronic portfolio system is: <http://edtech2.wku.edu/portfolio/>. Final grades for individual candidates will not be forwarded to the Registrar until this requirement has been met. Failure to upload the critical performances in a timely manner will result in the loss of professionalism points.

### **Critical Performances for ELED 407:**

1. **Standard VI: The teacher candidate must be able to collaborate with colleagues, parents and others.** The student will plan, in collaboration with other WKU students and an outside organization, a service project to enhance student learning. The plan will include an abstract explaining the project's purpose, scope, and learning goals, and a log of all team meetings.
2. **Standard VIII: The teacher candidate must demonstrate proficiency in content knowledge.** Using the KTIP lesson plan format, the student will create a social studies lesson based on the Kentucky social studies standards. The students will connect the content being taught to real-life situations, diverse contexts, or multicultural perspectives. The student will accurately present the lesson content in a clear, organized, and appropriately sequenced manner; identify and address student misconceptions; and implement accommodations as identified in the content outline.
3. **Standard X: The teacher must demonstrate professional leadership.** From the collaboration project, the student will write a two-page reflection describing his/her leadership role in the project, what was learned from the collaboration experience, how thinking changed about related issues, what may be done differently as a result, and future projects which might be developed in the classroom.

### **Sample Course Topics:**

Planning and Teaching Social Studies in the Primary School

Standards: Ten Thematic Strands (NCSS), Five Themes of Geography, Six Essential Elements

Kentucky Social Studies Standards

Developing Social Studies Concepts

Instructional Strategies for Teaching Social Studies

Materials and Resources for Teaching Social Studies

Using Technology and Audio-Visual Equipment in Social Studies

Using Literature and Music for Teaching Social Studies

## Assessment and Meeting Student Needs in Social Studies Inclusive Education, Multicultural Education, and Diversity

### **Assignment Guidelines:**

Projects and assignments must be completed at the beginning of class on the date due. Students must score a C to pass the course. Responsibility for all work missed is that of the student. All work submitted by students must follow the guidelines or will not be accepted.

- Assignments submitted after the due date will be subject to penalties and will be reflected in your professionalism grade.
- Assignments will not be accepted by email *without prior approval* of instructor.
- No late Assignments will be accepted after 5 days without great extenuating circumstances and instructor approval.
- Grades will not be discussed by email. Please make an appointment with the instructor.
- If you do not agree with a grade on an assignment, you may schedule an appointment to discuss the grade with the instructor. You have the responsibility to prove why the grade should be changed, however, the instructor reserves the right to mark any oversights. Grades for papers handed back to students will not be changed after three days.
- Neatness, use of correct grammar, spelling, and punctuation will be considered in the assessment of submitted assignments.
- Unless otherwise stated, all assignments must be typed or prepared on a word processor and follow APA guidelines
- Keep a copy of all assignments. In the event that an assignment is misplaced or lost, the burden of proof that the assignment was completed rests with the candidate.

### **Diversity**

The instructor of this class and the Department of Curriculum and Instruction recognizes the diverse nature of the student body at Western Kentucky University. The instructor and department intend to present educational experiences that do not hinder anyone by way of verbiage, actions, or written communication. Any person that recognizes an incident that is a breach of this mission should contact the instructor.

### **Disabilities Act**

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in Downing University Center, A-200. The phone number is 270 745 5004. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

### **Academic Dishonesty**

Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing

grade in a course without possibility of withdrawal. The faculty member may also present the case to the Office of Student Life for disciplinary sanctions. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic dishonesty may seek relief through the Student Complaint Procedure.

### **Plagiarism**

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. *A student who plagiarizes will receive 0 points for the assignment and will face the possibility of failing the class.*

### **Cheating**

No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment or other project which is submitted for purposes of grade determination. *A student who cheats will be receive 0 points for the assignment and will face the possibility of failing the class.*

**Evaluation and Grade Assignment:** Grading in ELED 407 is based on a point system. **The total points accumulated determine the final grade.**

<b>ELED 407 Grading Scale</b>	
<b>Grade</b>	<b>Points</b>
<b>A</b>	<b>395-425</b>
<b>B</b>	<b>361-394</b>
<b>C</b>	<b>318-360</b>
<b>D</b>	<b>297-317</b>
<b>F</b>	<b>296 and below</b>

### Assignment Point Values

May be adapted by the instructor as needed	
Technology “House” Projects	30 pts
*KTIP Lesson Plan	50 pts
Teaching of KTIP Lesson	25 pts
Are You Smarter Quizzes	100 pts
*Collaborative Service Project	30 pts
* Collaborative Service Project Reflection	25 pts
Literature Activity and Reflection	30 pts
Quest Project	30 pts
Online Book Discussions	50 pts
Professionalism	30 pts
Final Exam	25 pts
<b>Total Points</b>	<b>425 points</b>

\*Denotes Critical Performances

#### Assignment Descriptions:

- *House Projects:* Teacher candidates will be assigned a group (house) in the social studies subdomains (civics, history, geography, economics, and culture & society). Groups will prepare a 20 minute classroom presentation using technology to teach content. Further instructions and a scoring guide will be provided.
- *KTIP Lesson Design:* Teacher candidates will teach one of the lessons from the Unit Plan (ELED 365) in the assigned field classroom. The lesson design and the teaching of the lesson will be graded. Social Studies Content must be evident in the lesson, not just teaching strategies. **The KTIP Lesson taught is considered a critical performance and must be uploaded into the electronic portfolio.** Further instructions and a scoring guide will be provided.
- *Teaching of KTIP Lesson:* Teacher candidates will teach a 30 minute KTIP lesson in a field setting. Further instructions and a scoring guide will be provided.
- *Quest Group Project:* Teacher Candidates will work in groups to create a quest (short scavenger hunt) of a unique natural or cultural feature of a Kentucky county. The quest should include civics, history, geography, economics, and culture. Further instructions and a scoring guide will be provided.
- *Collaborative Service Project:* Teacher Candidates will plan, in collaboration with other WKU students and an outside organization, a service project to enhance student learning. An abstract will be written

explaining the project's purpose, scope, and learning goals. A log will be kept of all team meetings. *Include a documentation of time in the field with a supervisor signature.* **The Collaborative Service Project is a critical performance and must be uploaded into the Electronic Portfolio.** Further instructions and a scoring guide will be provided.

- *Collaborative Service Project Reflection:* Teacher Candidates will write a two-page reflection describing his/her leadership role in the Collaborative Service Project and what was learned from the collaboration experience. **The Collaborative Service Project Reflection is a critical performance and must be uploaded into the Electronic Portfolio.** Further instructions and a scoring guide will be provided.
- *Literature Activity and Reflection:* Teacher Candidates will examine literature from the Notable Social Studies Tradebooks list published by the National Council for the Social Studies ([www.ncss.org](http://www.ncss.org)) and develop and teach a 15 minute content lesson to a group of classmates. Further instructions and guidelines will be provided.
- *Are You Smarter Than a 5<sup>th</sup> Grader Quizzes:* Teacher candidates will take two quizzes over elementary social studies content.
- *Online Book Discussions:* Teacher candidates will participate in online discussions from the readings in *That's Not in My American History Book*. Further instructions and guidelines will be provided.
- *Final Exam:* Teacher Candidates will be expected to know the course content and will be asked to apply information gained from the field experience and course work.
- *Professionalism:* Since the development of professional behavior is one of the course goals, attendance is stressed. Arriving on time, attending class, remaining on task, turning in assignments on time, and being prepared are part of your responsibilities. Active participation in class discussions, in-class assignments, and individual participation during group work will be closely monitored. Respect for the view of each member of the learning community and the use of professional standards of behavior are expected, in the field and the classroom. Points will be determined also by disposition statements from field supervisors. Timely uploads of assignments and critical performances are expected. Students are expected to notify instructor when missing class or notify supervising teacher when missing field.