

## 375: 608/9 Teaching Elementary Social Studies

Department of Childhood/Early Childhood Education Spring, 2023

Tues/Thurs. 08:30am-09:45am EDUC 1103 (608) Tues/Thurs. 11:40am-12:55pm EDUC 1101 (609)	John Jones Professor, Cornish Hall 1235 John.Jones02@cortland.edu
Office Hours: T: 3-5; W: 4-5; TH: 3-5	
<i>I always appreciate that you may need to make an appointment to meet with me. Understanding that you have field placement and other courses this semester, I will do the best I can to accommodate your schedule if you let me know what time works best for you. Thank you.</i>	

### Course Description:

Content and methods of teaching elementary school social studies focus upon how children learn social studies, problem solving, social issues and social action, recent trends and programs, and the integration of social studies with other areas of the elementary school curriculum. (3 cr. hr.) The course aims at developing teacher candidates' content knowledge, instructional strategies, and professional dispositions to help elementary students develop civic competence, responsible decision-making, and ability to make educated and reasoned choices for a culturally diverse and democratic society. This course has a "classroom" on Blackboard to share weekly readings and learning experiences.

### Student Learning Outcomes for the Course (In Alignment with NCATE/ACEI/CAEP standards on TASKSTREAM)

Upon successful completion of this course, students will be able to:

1. Apply knowledge of research-based social studies methods and themes, concepts, and topics to develop elementary curriculum.
2. Examine multiple perspectives of justice-oriented social studies topics.
3. Develop interdisciplinary and integrated social studies activities to meet the diverse learning needs of elementary students.
4. Apply habits of critical reflection when examining social studies practices and programs.

### Blackboard Resources for Course Readings and Assignments

- Zinn, H. (2003). *A people's history of the United States: 1492 – present*. New York:Perennial Press.  
<http://www.historyisaweapon.com/zinnapeopleshistory.html>
- The National Council for the Social Studies (NCSS) at <http://www.socialstudies.org/>

- New York State Social Studies Framework K-8 at <https://www.engageny.org/sites/default/files/resource/attachments/ss-framework-k-8.pdf>
- Other required readings (journal articles or chapters) are uploaded in weekly folders on Blackboard

**Selected Websites for the Course:** More web links will be shared on SUNY Cortland Blackboard.

- Zinn Education Project at <https://zinnedproject.org/>
- Reading like a historian at <https://sheg.stanford.edu/history-lessons>
- Library of Congress at <http://www.loc.gov/>

TaskStream subscription: [www.taskstream.com](http://www.taskstream.com)

The Childhood/Early Childhood Education Department uses TaskStream as its data management tool for performance-based assessment for New York State Department of Education, NCATE (ACEI), and other reports.

Candidates are required to subscribe to TaskStream, and to upload certain tasks into a Directed Response Folio for each of their courses in the C/EC program.

**We will have Block II students orientation on the 27th (Friday) from 10 AM to 12 PM (the latest) at VANH B0134!**

Weekly Schedule (Subject to modification)

Date	Readings and Assignments	Theme/Topic
Week 1	Tuesday: Intro, Syllabus, Dispositions and Behavior Discussion, NYSSS Standards  Thursday: Choosing a Standard, Understanding the content, Signing up for Book presentations, C3 Framework, Inquiry Arc, NCSS Standards, NYSSS Standards	Intro and Dispositions



	<p>Readings:</p> <ul style="list-style-type: none"><li>• Evans: The Social Studies, Then and Now</li><li>• NCSS: What Is Social Studies?</li></ul> <p>Assignment Due: Self-Introduction/Auto-Biography</p>	
Week 2	<p>Tuesday: Inquiry Arc, C3 Framework</p> <p>Working on The Unit Plan. How to write the first lesson.</p> <p>Thursday: Geography, Five Themes</p> <p>Readings: Lybarger: Origins of the Modern Social Studies</p> <p>Sunday: Quiz (Lybarger, C3 Framework, etc...)</p>	<p>History of Social Studies, Social Studies' Disciplines</p> <p>Inquiry, Geography</p>
Week 3	<p>Tuesday: Scope and Sequence, Scaffolding, Teaching Strategies. The place of your lesson in the unit.</p> <p>Thursday: Local History</p> <p>Readings: McCoy: Strategies for Teaching Social Studies</p> <p>Sunday: Quiz (McCoy, Strategies, etc...)</p>	<p>Pedagogical Strategies</p> <p>Local Histories</p>
Week 4	<p>Tuesday: History, Library Primary Source Activity</p> <p>5 Strategies for Using Primary Source Documents in Social Studies Classrooms: <a href="https://www.discoveryeducation.com/details/5-strategies-using-primary-source-documents-social-studies-classrooms/">https://www.discoveryeducation.com/details/5-strategies-using-primary-source-documents-social-studies-classrooms/</a></p> <p>Teaching with Primary Sources Quarterly Vol. 3, No. 3, Summer 201</p> <p>The Expanding Communities Framework: A Traditional Scope and Sequence</p> <p>Thursday: Group Chapter Presentation</p> <p>Quiz: Curricular Approaches and Chapter content</p>	<p>Pedagogical Strategies</p>
Week 5	<p>Tuesday: Accommodations/Modifications, UDL</p>	<p>UDL</p>



	Thursday: Virtual Field Trips <b>Submit Unit Plan Day 1</b>	
Week 6 Feb 27- March 3	Immersion	Immersion
Week 7 March 6 – 10	Immersion	
	Spring Break	
Week 9 March 20 – 24	Immersion	
Week 10 March 27- 31	Immersion	
Week 11	Tuesday: Geography: The Five Themes of Geography  Watch videos on Blackboard  Thursday: The Five Themes of Geography, Virtual Field Trips  Group Chapter Presentation  Quiz: Geography Themes and Chapter content	
Week 12	Tuesday: Immersion debrief  Thursday: How to teach the other Social Sciences? <ul style="list-style-type: none"><li>• Psychology</li><li>• Sociology</li><li>• Economics</li><li>• Political Science</li></ul> Group Chapter Presentation  Quiz: Other Social Sciences and Chapter content	Psychology and Sociology
Week 13	Tuesday: <ul style="list-style-type: none"><li>• Intrinsic Motivation</li><li>• Cross-Curricular Integration</li><li>• Respect for Diversity</li><li>• Anti-racist education</li><li>• Multi-cultural education</li></ul>	Diversity and Inclusivity



	Thursday: Lecture: Constructivism, Problem-Centered Instruction, Inquiry.  Group Chapter Presentation  Quiz: Constructivism and Chapter content	
Week 14	Tuesday: How to teach Geography and Anthropology <ul style="list-style-type: none"><li>• Culture/Cultural Literacy</li><li>• Cultural Universals</li></ul> Thanksgiving	Anthropology
Week 15	Tuesday: The other social sciences: <ul style="list-style-type: none"><li>• Economics</li><li>• Psychology</li></ul> Thursday: Political Science and Civics  Anthropology and World Cultures  Group Chapter Presentation  Quiz: Chapter Content Group Chapter Presentation  Quiz:  <b>Unit Plan Due</b> <b>Don't forget to upload to Taskstream</b>	Economics
Week 16	Last Week of Class	
Week 17	Final Exams	

### Grading:

95 to 100% = A      90 to 94 % = A-      88 to 89% = B+      84 to 87 % = B

80 to 83% = C-	= B-	78 to 79 % = D	= C+	74 to 77% = D-	= C	70 to 73 % = E
68 to 69% = E	= D+	64 to 67 % = E	= D	60 to 63% = E	= D-	0 to 59 % = E

### **Course Requirements:**

The course uses Blackboard to post readings, discussion questions regarding the readings, and assignments. Readings described on each date of the syllabus calendar must be completed prior to the date when readings are listed.

Before every class, please check the course syllabus and weekly folders on Blackboard for required readings and assignments. If you disagree with the course assignment with a thoughtful and convincing reason, I would be willing to negotiate with you to come up with a different list of alternative assignments.

#### ***1. Weekly Attendance = Responsible Attendance, Active and Thoughtful Participation in Class = 26 points***

Each teacher candidate has two “free” absences. The third absence costs 5 points of the Weekly Attendance, Participation and Professionalism grade. The fourth absence brings the grade down an additional 5 points. Additional absences bring the course grade further down. Candidates who are on cell phones or computers for non-class use during class time without the permission of the instructor will be marked absent.

PLEASE NOTE: I realize that circumstances beyond your control may at times require that you arrive late, leave early, or miss class. Please write an email to me explaining any such circumstances in case I do not remember verbal explanations. I will take reasonable conflicts into consideration when calculating final course grades. Being late for class three times will be counted as one absence.

#### ***2. Professionalism and Dispositions = 4 points***

Professional dispositions of teacher candidates in this course are consistent with the Professional Dispositions of the department. Expected professionalism refers to active and engaging interaction with course materials, learning experiences, and assignments, responsible attendance, active and thoughtful participation, timely and high-quality submission of course assignments.

Please be respectful of your instructor and fellow classmates. Do not talk during lectures or student presentations. Refrain from using smartphones during class

time. Please refrain from gossip or complaints about other professors or assignments in other classes.

**3. Chapter Readings Presentations  
(40 points)**

Students will present in groups one chapter from the Loewen book, *Teaching What Really Happened*.

**4. Quizzes: 8 Quizzes x 5 points each = 40 points**

**5. Lesson Plan Day 1 submission = 20 points**

**6. Unit Plan Final Submission = 35 points**

**7. Final Exam = 35 points**

- a. The Final Exam will consist of questions pulled from the 8 quizzes given during the semester plus new questions over other content.*

Total Points = 200

**Submission policy:**

Submit all course assignments **in Microsoft Word format** on Blackboard. Submissions in PDF files will be returned without a grade and candidates must resubmit in Word document on Blackboard. Each student must submit his/her assignment, even if the assignment has been completed in pairs or groups.

Submission after a two-day grace period will be marked late, and will lose one point for each day that passes after the two-day grace period. Submission after a week from the deadline **will not be accepted** and will lose all the points for that assignment.

**Rewrite and Re-do policy:**

All submissions of the course assignments are supposed to be final drafts. Before working on each assignment, please read **instructions and grading policies on Blackboard carefully**. Generally, rewrites and re-dos are not necessary. However, as I want to encourage the learning process, I will allow for second attempts on assignments. If you decide to resubmit after the grade is issued, the final grade you would receive will be the average of the first plus the improved draft. Revised

submissions must be uploaded on Blackboard within two weeks after the grade is issued.

Teacher candidates are greatly encouraged to take their first drafts to ASAP on campus for proofreading and editorial assistance. Please understand that **I will not “take a quick review” of any assignment before due dates through emails.** I am willing, however, to make an appointment to meet with you before the due date to answer your questions for any assignment. In the case that we make an appointment to meet in person or online, I might ask you to email me the draft before our meeting.

### **Professional Disposition Statement:**

This course follows the Childhood/Early Childhood Department procedures for continuous positive growth toward strong teaching skills and dispositions as reflected in the Assessment of Candidate’s Professional Dispositions. It is the policy of the Department that positive teaching dispositions are a basic requirement. In the event of problematic demonstration of teaching disposition, incidents will be documented and the departmental and Teacher Education Council Fair Practice Policy and Procedures for action will be followed.

### **Writing Policy**

The Childhood/Early Childhood Education Department has a writing policy that teacher candidates must adhere to when completing course assignments. Specific information related to the writing policy will be discussed in class.

*\*A Short Style Guide used by the Childhood/Early Childhood Education Department is available on Blackboard and attached to this syllabus.*

### **Academic Integrity:**

All students are expected to uphold academic integrity standards. Plagiarism is defined as taking the ideas of others and using them as one's own without due credit. Students who cheat in examinations, course assignments, or plagiarize in this course may be disciplined in accordance with university rules and regulations. (College Handbook, Chapter 340)

### **PASS: Promoting Academic Student Success:**

Your success is largely dependent on the time and effort you invest in the course content, material and assignments. As your instructor, if I have a concern about your academic performance, I may reach out to you via email or before or after class. It is expected that you will respond and communicate with me.

If I feel an additional level of intervention would be helpful, I may submit a PASS form. PASS is intended to provide increased outreach and support to you. It is



expected that you will respond to a PASS outreach email as well, as these communication tools are in place to assist you.

**Notice Regarding Disciplinary Violations:**

In order to maintain the high standards of professionalism required by SUNY Cortland, the NYS Education Department (NYSED), and our teacher education accreditation agency (CAEP), all Teacher Education Candidates must report any off-campus tickets, violations of the student code of conduct, violations of state/federal law, or academic integrity decisions to the associate dean within 5 business days. Likewise, students must report within 5 business days charges of any of the following: driving while intoxicated (DWI), drug possession, a crime against a child, or physical assault. You can contact your associate dean by calling 607-753-5431. Our Teacher Education Candidate Review Committee (TECRC) will review these violations and contact you. If you have any questions about this process, please contact the associate dean.

**Disability Statement:**

As part of SUNY Cortland's commitment to a diverse, equitable, and inclusive environment, we strive to provide students with equal access to all courses. If you believe you will require accommodations in this course, please place a request with the Disability Resources Office at [disability.resources@cortland.edu](mailto:disability.resources@cortland.edu) or call 607-753-2967. Please note that accommodations are generally not provided retroactively so timely contact with the Disability Resources Office is important. All students should consider meeting with their course instructor who may be helpful in other ways. (College Handbook, Chapter 745)

**Diversity Statement:**

SUNY Cortland is dedicated to the premise that every individual is important in a unique way and contributes to the overall quality of the institution. We define diversity broadly to include all aspects of human difference. The College is committed to inclusion, equity, and access and thus committed to creating and sustaining a climate that is equitable, respectful and free from prejudice for students, faculty and staff. We value diversity in the learning environment and know that it enhances our ability to inspire students to learn, lead and serve in a changing world. We are committed to promoting a diverse and inclusive campus through the recruitment and retention of faculty, staff and students. As a community, we hold important the democracy of ideas, tempered by a commitment to free speech and the standards of inquiry and debate. To this end, we are dedicated to developing and sustaining a learning environment where it is safe to explore our differences and celebrate the richness inherent in our pluralistic society. (College Handbook, Chapter 130)



**Inclusive Learning Environment Statement:**

SUNY Cortland is committed to a diverse, equitable and inclusive environment. The course instructor honors this commitment and respects and values differences. All students enrolled in this course are expected to be considerate of others, promote a collaborative and supportive educational environment, and demonstrate respect for individuals with regard to ability or disability, age, ethnicity, gender, gender identity/expression, race, religion, sex, sexual orientation, socio-economic status or other aspects of identity. In an environment that fosters inclusion, students have the opportunity to bring their various identities into conversation as they find helpful, but are not expected to represent or speak for an entire group of people who share aspects of an identity. If you have any questions or concerns about this statement, contact the Institutional Equity and Inclusion Office at 607-753-2263.

(IEIO <http://www2.cortland.edu/about/diversity/>)

**Title IX Statement:**

Title IX, when combined with New York Human Rights Law and the New York Education Law 129-B, prohibits discrimination, harassment and violence based on sex, gender, gender identity/expression, and/or sexual orientation in the education setting. The federal Clery Act and NY Education Law 129-B provide certain rights and responsibilities after an incident of sexual or interpersonal violence. When a violation occurs, victims and survivors are eligible for campus and community resources. Where the College has jurisdiction, it may investigate and take action in accordance with College policy. If you or someone you know wishes to report discrimination based in sex, gender, gender identity/expression, and/or sexual orientation, or wishes to report sexual harassment, sexual violence, stalking or relationship violence, please contact the Title IX Coordinator at 607-753-4550, or visit [cortland.edu/titleix](http://cortland.edu/titleix) to learn about all reporting options and resources. (Updated by SUNY Legal Feb. 1, 2018). (Title IX <http://www2.cortland.edu/titleix>)