

EDU 442 – Social Studies Methods for Elementary and Middle Schools

Wednesdays, 6:40 – 8:40 p.m. Briggs Room 260

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Office Hours immediately prior to class on Wednesdays 6:00 p.m.

Required Texts and Materials:

Michigan Curriculum Frameworks for the Social Studies

Snow, D. (2005). *Classroom strategies for helping at-risk students*. ASCD Publications: Alexandria.

Steffey, S. & Hood, W. (1994). *If this is Social Studies, why isn't it boring?* Stenhouse Publishers: Portland.

Goal: The goal for this course is to provide an understanding and mastery of various teaching methodologies for the social studies that are inclusive of various learning styles and abilities for students in elementary and middle schools.

Objectives: The objectives of this course coincide with the State of Michigan Curriculum Frameworks and teacher certification objectives.

1. Students will demonstrate an understanding of the various learning styles of students in elementary and middle schools and the effect that has on teaching and learning.
2. Students will demonstrate knowledge of the five strands of the Michigan Curriculum Frameworks for the Social Studies: Historical Perspective, Geographic Perspective, Civic Perspective, Economic Perspective and Inquiry and design lessons in each of the five strands and methodologies for teaching these to their students.
3. Students will demonstrate techniques of inquiry and research to further develop their knowledge and understanding of the social studies and the impact on the local community, national community, and global community.
4. Students will design various assessment strategies for student understanding of the five strands of social studies specific to individual lessons.
5. Students will discuss and provide individual perspectives as to the value of reflecting on teaching in redesigning lessons for various learning abilities.
6. Students will implement teaching strategies that are experiential based for deepening student understanding of social studies content.
7. Students will demonstrate an understanding of the chronology, narratives, perspectives, and interpretations of major eras of U.S. history, Michigan History, and World History, as well as the skills necessary to evaluate key historical decisions. Students will demonstrate their skills through the development of age-specific lessons.
8. Students will demonstrate an ability to modify content to age appropriateness and learning abilities of students.

9. Students will describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers, and governments and methods of teaching these concepts to their students.
10. Students will apply methods of conducting investigations by formulating a clear statement of a question gathering and organizing information from a variety of sources, analyzing and interpreting information, formulating and testing hypotheses, and reporting results.

Tentative Course Schedule and Requirements

Date	Class	Assignment
January 11, 2006	Introduction Learning Styles Strategies & Differentiated Instruction Michigan Curriculum Frameworks for the Social Studies	Steffey & Hood Chapters 1-5 Snow Preface, Introduction & Chapters 1-2
January 18, 2006	At-Risk Student Teaching & Learning	Design Lesson #1
January 25, 2006	Civic Perspective & Public Discourse Current Events and Government Integration across the curriculum Presentation #1	Steffey & Hood Chapters 6- 10 Snow Chapters 3-5
February 1, 2006	Environmental Influence Quiz #1	Experiential Research Lesson #2
February 8, 2006	Historical Perspective Michigan Curriculum Frameworks	Steffey & Hood Chapters 11- 15 Assessment Tools (3)
February 15, 2006	Presentation #2	
February 22, 2006	Midterm	
March 1, 2006	Geographic Perspective Local, State, National, and Global influence of the geography on society as well as society on the geography Quiz #2	Experiential Research Lesson #3
March 8, 2006	Break Week	
March 15, 2006	Presentation #3	Snow – Complete Book
March 22, 2006	Economic Perspective Economic Club Affiliates	Design Lesson #4
March 29, 2006	Presentation #4	

April 5, 2006	Inquiry & Analysis of Social Studies Perspectives in Influence of Teaching/Learning Quiz #3	Design Lesson #5
April 12, 2006	Final Presentations #5	Worksheets and assessments
April 19, 2006	Exam Review	
April 26, 2006	Final Exam	

Assessment: Based upon quizzes, in class work, as well as research and presentations.

Quizzes (3) @ 15 points each – 45 points
 Lessons designed 4 @ 25 points each = 100 points
 Assessment Tools 3 @ 10 points each = 30 points
 Class Presentations of lessons @ 20 points each = 100 points
 Attendance = 25 points
 Exams = 100 points each
 Total Points Possible = 500 points

Graduate Section Additional Requirements:

1. Professional membership in the Michigan or National Council for the Social Studies.
2. Submit a proposal to one of the council events for presentation at the annual conference
or
Submit a proposal for funding of a project in the Social Studies to enhance teaching/learning.

Course Expectations:

- (1) Regular attendance and participation in class discussions and activities. Because of the limited class days, each day of absence may result in a whole letter grade deduction.
- (2) Arrive on time for classes and expect to stay the entire period.
- (3) Submit work on time or it will be decreased in value.

NOTE: All work submitted late will be deducted 10 percent per day.

*The UDM Teacher Candidate Code of Ethics calls us to responsible and ethical practices. Among the most serious academic offenses is plagiarism, submitting the words or style of another author or source without acknowledgement or formal documentation. Plagiarism, therefore, is considered as misrepresentative or fraudulent work. **Any fraudulent work submitted will result in the automatic forfeiture of course credit.***

“Student course evaluations are an important source of information for curricular and teaching improvement in the College of Liberal Arts and Education. As such, all students enrolled in CLAE courses are required to complete an online course evaluation. You will receive e-mails

explaining how to complete the evaluation online. In addition, your instructor will remind you of the deadline for completing this course requirement. Should a student fail to complete the evaluation, their grade for the course will not be posted until the evaluation is completed.”

Competencies and their relationships to the social studies perspectives:

In each of the Social Studies perspectives from the State Curriculum Frameworks, teacher candidates will learn various strategies to assist their students in learning. The following is an analysis of those perspectives in the course, the strategies, and expectations.

Perspective	Objective	Strategies Demonstrated & Assessed
Civic Perspective January 25, 2006	Understand how to assist students to evaluate key decisions made at critical turning points in history and assess their implications and long term consequences.	Visual flow charts, diagrams, cause and effect flow charts, and simulation exercises.
	Understand how to assist learners in identifying the purposes of national, state, and local governments in the United States, describing how citizens organize government to accomplish their purposes and assessing their effectiveness.	Flow charts, vocabulary techniques, Venn diagrams and visual flow charts, and dramatic presentations as tools for learning.
	Understand how to assist students to explain the meaning and origin of the ideas, including the core democratic values, expressed in the Declaration of Independence, the Constitution, and documents of the founding fathers.	Matching activities; questioning techniques for comprehension.
	Understand how to assist students in describing the political and legal processes created to make decisions, seek consensus and resolve conflicts in a free society.	Voting simulation activities; the life of a bill in Michigan and US through drama
	Teacher candidate will be able to assist students in explaining how American governmental institutions at the local, state, and federal levels provide for the limitation and sharing of power and how the nation's political system provides for the exercise of power.	Dramatic presentations of shared power; drawings; story boarding
Environmental Perspective February 1, 2006	Understand how to assist students in describing, comparing, and explaining the locations and characteristics of ecosystems, resources, human adaptation, environmental impact and interrelationships among them.	Mapping, Venn diagrams, cause and effect flow charts, technological inquiry activities, simulation exercises of cause and effect of interrelationships. Current event resources, journaling, and debate techniques.

Historical Perspective February 8, 2006	Understand how to assist students in learning major eras of Michigan, American, and world history for identification of people, understanding the setting and sequencing of events.	Narratives, timelines, questioning strategies, matching, shared pares, and plot lines.
Geographic Perspective March 1, 2006	Understand how to assist students in describing and explaining causes, consequence, and geographic context of major global issues and events.	Mapping, cause and effect games, dramatic presentation, drawing, and music as tools for student learning.
	Understand how to assist students in describing comparing and explaining the locations and characteristics of places, cultures, and settlements.	Dramatic presentation, use of music and videos in the classroom.
Economic Perspective March 22, 2006	Understand how to assist students to describe and demonstrate how the economic forces of scarcity and choice affect the management of personal, financial resources, shape consumer decisions regarding the purchase, use, and disposal of goods and services, and affect the economic well-being individuals and society.	Store models for children; supply and demand simulations; current events via internet and news on business strategies; propaganda techniques
	Understand how to assist students to explain and demonstrate how businesses confront scarcity and choice when organizing, producing and using resources and when supplying the marketplace.	Advertising techniques and drawing; jingle writing.
	Understand how to assist students to explain how the free market economic system works and the exchange, production, distribution, and consumption of goods and services.	Stock market simulations; production animation techniques and analytical strategies.
	Understand how to assist students in describing how trade generates economic development and interdependence analyzing challenges and benefits for all.	Marketplace simulation; student film making formats, business plan writing
Inquiry and Analysis April 5, 2006	Understand how to assist students in describing, comparing, and explaining the locations and characteristics of economic activities, trade, political activities, migration, information flow and the interrelationships among them.	Constructivism approaches to inquiry and learning; simulation activities of economics including games; newspapers and world wide web resources; films and constructivist questioning techniques.