

**State University of New York College @ Cortland**  
**Childhood/Early Childhood Education Department**  
**Education 375**  
*Teaching Elementary Social Studies*

<u>Course Information:</u>	<u>Professor Information:</u>
Credit Hours: 3 Semester/Year: Fall, 2005 Location: Van Hoesen, Room B-140, B-212 <u>Required Materials:</u> 1. Binder for handouts and/or pocket folders 2. Learning Log to react to assigned readings 3. <i>Learning Standards for Social Studies</i> , NYS Education Department 4. <i>Social Studies Resource Guide with Core Curriculum</i> , NYS Education Dept 5. <i>Consider the Source, Historical Records in the Classroom</i> , NYS Education Dept 6. <i>A People's History of the United States 1492-present</i> , Howard Zinn, 2003 edition 7. <i>Atlas of American History</i> , Houghton Mifflin/Rand McNally (no substitutes) 8. <i>Rethinking Columbus</i> , Rethinking Schools	Name: Karen M. Hempson  Phone: Office 753-4209 Home 753-0912  Office Location: Van Hoesen, Room B-120 (go to B-125)  Office Hours: M – 10-11:30 W - 1:30-2:30 T/R 10-noon  Also - after class & by appointment  E-mail: <a href="mailto:hempsonk@cortland.edu">hempsonk@cortland.edu</a>

**Course Description:** Content and methods for teaching elementary and intermediate social studies focusing 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/intermediate school curriculum.

**Course Attendance Policy:** **\*\*mandatory\*\*** Your presence and participation are crucial in a course that emphasizes interaction and the experiential. Penalties are given for unexcused and/or chronic absences (see handbook, p. 56).

**Rationale/Goals/Objectives of the course and how they reflect specific components of SUNY**

**Cortland's Conceptual Framework:** The prospective Social Studies teacher will be prepared for effective interaction with elementary and/or intermediate students. The student will experience and understand strategies and theories of Social Studies pedagogy as well as implement them in an experimental "classroom". This will enable one to shape and fine-tune one's personal approach to the science and art of teaching as well as increase one's knowledge of social studies content. Student evaluation is based on the following components of SUNY Cortland's Conceptual Framework (CF):

- Midterm (CF #1 - knowledge base);
- Learning Log (CF #2 - professional commitment);
- Lesson and Unit projects (CF #5 - assessment, CF #3 - standards, CF #4 - diversity, CF #6 - technology);

**Evaluation of Student Performance:** Based on mandatory attendance and class participation (30 points), mid-term test (50 points), learning log (100 points), lesson plan projects (100 points), and unit plan (100 points). Presentation of one lesson is required.

## EDUCATION 375 Course Schedule and Activities

<u>Week of:</u>	<u>Tentative Calendar</u>
Aug-Oct	Introduction: course requirements. Defining social studies. Howard Gardner's Theory of Multiple Intelligences. New York State curriculum. Gardner's Five Entry Points, Modeling lessons, Bloom's taxonomy. Writing objectives, team lesson plans. Understanding the NYS Learning Standards. Multiculturalism/globalism. Using primary sources – utilizing museums. Teaching government (team lessons). Integrating literature with social studies. <u>Please work on civic engagement tasks/reactions.</u>
Sep 7	<b>Reaction to “Taking a Threads Approach” due</b>
Sep 14	<b>Reaction to Zinn chapter, "Columbus, The Indians, and Human Progress" due</b>
Sep 19	<b>Reaction to article on "The Intimately Oppressed” due</b>
Sep 19-21	All classes @ Racquette Lake
Sep 28	<b>Rough draft on lesson plan due (Sung and Unsung Heroes)</b>
Sep 30 - Friday	The 1890 House – using museums as primary sources
Oct 7 - Friday	<b>Lesson plan due on Sung and Unsung Heroes (assignment #1)</b> <u>Note that late penalty is loss of one grade for any late papers</u> Lesson presentations by first ½ of the class
Oct 12	<b>Mid-term test</b>
Oct 15-18	October Break (classes resume 10/19)
Oct 19	<b>Reaction to article on "Putting It All Together With Big Ideas”</b>
Oct 26	<b>Reaction to Zinn chapter, “Or Does it Explode” due</b>
Nov 2	<b>Follow-up lesson plan due</b> <u>Note that late penalty is loss of one grade for any late papers</u>
Nov-Dec	Big ideas. Designing a unit plan. Outlining. Researching. Interdisciplinary, integrative team approaches. McGraw School. Teaching geography and economics, Issues/topics in History Constructing a Social Education Inquiry Module. 5 <sup>th</sup> grade NYS Social Studies test. <u>Work on civic engagement tasks/reactions.</u>
Nov 9	<b>Reaction to Zinn chapter, “The Impossible Victory, Vietnam”</b>
Nov 16	<b>Reaction to Zinn chapter, "The 2000 Election &amp; The War on Terrorism"</b>
Nov 23	<b>Last day for reaction papers to civic engagement – please get these in as soon as you can – do not wait until this date</b>
Nov 30	<b>Unit project due</b> <u>Note that late penalty is loss of one grade for any late papers</u> Some lesson presentations begin by second half of class
Dec 7	Topics in history. Student teaching expectations/advisement.
Dec 16	Portfolios. Lesson presentations by second half of class

**Policy on project formats** - Please type **all** projects, including the Learning Log. Do **NOT** place projects in notebooks or 3-ring binders. Please **NO** floppy disks! Do **NOT** e-mail your projects. **Hard copy only**. Late penalties are for ALL assignments.

