Teaching Social Studies
in the Elementary Classroom

Meeting Times/Places
For our “Jump Start” classes, we will meet at Mount Nittany Elementary School Auditorium (MNES) on Monday the 11th of August from 1-4pm and Tuesday the 12th of August from 1-4pm.

Gray (section 7): From September through December of 2014, regular class sessions for the Gray cohort will meet each Tuesday from 11:30-2:30pm at Gray’s Woods Elementary (GW) room 90.

Maroon (section 8): From September through December of 2014, regular class sessions for the Maroon cohort will meet each Wednesday from 11:30-2:30pm at Gray’s Woods Elementary (GW) room 90.

Catalogue Course Description: SSED 430W
This course offers a comprehensive introduction and exploration of the themes, principles, and pedagogies of facilitating dynamic social studies instruction in the PK-4 classroom or school; practical demonstration of desirable methods and resources will be a point of focus throughout the course.
Concurrent Courses: CI 495 B, MTHED 420, and SCIED 458

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Course Development
The PDS sections of SSED 430W are developed collaboratively by a planning team of mentor teachers, curriculum support teachers, administrators, university faculty, and doctoral candidates – all of them experienced K-6 educators. Great care is taken to ensure each revision of the course reflects the best of what we know about how to support your preparation and growth as teachers.

Overview of the Course
Social studies transforms the social sciences into appropriate curriculum for the schools. Social studies, while in a constant state of flux for over 100 years, withstands the test of
time in our schools. As a study of how people live and contribute to their communities, social studies provides a lens of engaging with and living in the world.

Opinions abound as to what should constitute a good social studies program, and experts continue to argue about the content, goals, and ways to teach social studies. This lack of uniformity provides an opening for each social studies teacher to define what social studies will mean in his/her classroom. As your instructors, we encourage you throughout this class to create a developing image of how social studies will be taught in your classroom.

It is your responsibility as a student to be willing to be changed by each course you take. Begin your understanding paying particular attention to the social studies program in your mentor’s classroom (or mentors’ classrooms) and throughout the school where you intern. Raise questions about what you are observing in this methods class. Compare your learning here to what is happening in your math and science methods courses as well as CLE. Your openness to the ideas expressed by your instructors, your fellow students, and throughout your readings can lead you to become a teacher who makes the lives of your students and your own life better. You have chosen a critically important profession. With the right frame of mind, it promises to be an intellectually and personally exciting one.

**Essential Questions that Drive SSED430W**

Throughout this semester, interns should be developing a clearer sense of how they will teach social studies. The following questions and prompts may help you as you go through the application and interviewing process.

1. Think about your growth this semester in terms of your relationship with social studies - sharing your past experiences as a social studies learner and providing logical goals you have set for yourself in the future as a student of social studies.

2. What is social studies? Why is it important? How does it relate to other subjects in school?

3. If an interested principal, parent, or fellow teacher wanted to observe your social studies classroom, what would be seen? In other words, what resources and activities represent your philosophy of education with regard to SSED? [This is NOT asking you how your mentor(s) would answer this or how each mentor runs his/her classroom. Paint the picture without assuming that it would need to be SCASD.]

4. Consider the following three prompts as you go through the course:
   a. Consider your growth as a creator and manager of content-rich resources.
   b. Consider your growth this semester in terms of taking into account multiple perspectives.
   c. Consider your growth when in both challenging and assessing your social studies students – distinguishing between what others do and do not fully know/understand.

5. Think about your growth as a teacher in terms of planning and facilitating dynamic discussions, lessons, activities, and experiences around social studies.
Required Readings

Readings will be made available to you electronically during our first class.

You are to purchase a membership affiliation to the National Council for the Social Studies at socialstudies.org. We recommend choosing *Social Studies and the Young Learner* or *Middle Level Learning* as your publication that comes with your membership. This membership will grant you access to all past issues of NCSS publications in their on-line archive.

**SSED430W Assignments At A Glance**

<table>
<thead>
<tr>
<th>Required Assignments</th>
<th>Due dates (chronological)</th>
<th>Group or individual assignment</th>
<th>Assignment Format/Turn-in method</th>
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| Methods Block Integrated Assignment: My Story as a Learner | Friday, Aug. 15th 5pm | Individual | Google.doc shared via email to your grader
Marion: mhw4@psu.edu
Bill: wlb6@psu.edu
Stephanie: scs22@psu.edu
Christine: crm20@psu.edu
Googledocs-share with your content area grader (For math, share with all instructors) and classroom PDA. |
| School & Community Inquiry | Sunday, Oct. 5th | Group | iMovie /GarageBand vodcast/video format to Taskstream |
| Social Studies in My Classroom | Sunday, Oct. 19th | Individual | Word doc with photos ANGEL |
| Read: Aloud: Powerful Social Studies Integration through Children’s Literature | Sunday, Nov. 16th | Individual | CI 495B Lesson Plan format (long) on Taskstream: make a PDF or a link and hand-in via ANGEL
Plan to teach this lesson in October |
| My Future as a Social Studies Teacher | Sunday, Dec. 7th | Individual | ANGEL |
| Reading Responses | Sundays by 5pm | Individual | ANGEL |
| Citizenship | On-going | Individual and collaborative | Your engaged, well-rested, prepared and professional self
Reading Responses, brought to class, ready to discuss |
| Optional Assignments: Professional Learning Activities (PLAs) | Sign-up to present or hand in at various times in semester no later than Dec. 3rd | Individual usually but dependent on chosen project | In-class presentation and/or word doc on ANGEL |
Assignments/Grading:
Further assignment descriptions will be discussed in class and available via ANGEL.

I. Being Ready for Class

Citizenship: As a class, we will co-construct what it means to be a good citizen in our class. Contributing to and respecting these ideals are important to being a member of our learning community. Each class, you are to demonstrate that you have read and processed the assigned readings. Thoughtful responses, intriguing questions, and comments that build upon the existing discussion are all traits of good dialogue. It is important that you seek to make quality contributions to our classroom dialogue and demonstrate a willingness to engage in social studies activities. You will get the most out of this class if you approach it with enthusiasm and inquisitiveness in your role as a future educator.

Reading Responses: This assignment requires you to reflect, in a written form, your understanding and reactions to the assigned readings. You are to summarize and analyze the week’s reading by completing 10 reading responses during the semester. You will be assessed on thoroughness and the extent to which you briefly summarize the readings; analyze them, and make connections between the reading and your growing experiences in education and as an educator. Your instructor may give you specific reflection prompts or questions. This summary-analysis-connections reflection is to be approximately 2-3 paragraphs in length posted on Angel, each Sunday by 5pm.

II. Written Self-Reflections

Methods Block Integrated Assignment: What I Bring to the Methods Block: My Story as a Learner. DUE: 8/15 [A7,D3]: Carl Jung tells us that, “The most personal is the most universal.” As a teacher education candidate you bring a unique set of experiences, values, and understandings to the profession. Although your own experiences should serve as the foundation for your decision-making, you may move beyond these in some ways to consider powerful ways of teaching and learning. A good place to begin on the path to understanding how to teach social studies is to reflect on your own experiences as a learner of all subject areas. This assignment encourages you to consider your personal experiences. This assignment urges you to analyze the impact of individuals and learning environments on your own learning. See assignment description for details.

My Future As a Social Studies Teacher. DUE 12/7: At the start of the semester, you wrote your “story as a learner.” Now, we look to your future as teacher. Imagine yourself five years from now—and, you are about to become a mentor teacher for the first time. Write a letter to that future version of yourself. In your letter, remind yourself of the ideas that you want to take from the experiences of this semester, particularly in social studies. What you say might remind, inspire, encourage or challenge that future version of you. Cite course discussions and course readings (at least three) that inspired you to ground your vision and beliefs about social studies teaching and learning. Your letter should be one page to three pages and single-spaced, a model of professional writing.

III. Teaching and Learning in the Social Studies
a. Learning in the Social Studies

In order to facilitate learning within the social sciences, the course will conduct discipline-specific research and utilize the tools/modes of inquiry that are fundamental to social scientists. You will become familiar with both the state and national standards and learn how to teach these standards in ways that reinforce a working knowledge of the disciplines.

School & Community Inquiry. DUE 10/5 [A3, A6]: We begin the semester with an inquiry into the context of your students’ lives and the curriculum that they are taught. As a class, we will gather data about SCASD’s (economic, cultural, testing, curricular) context. In groups based on the school you are placed, you are to consider the district level data and how it relates to your context. Some analysis questions include: How are my students reflected in these data or not? What does that mean for my teaching? You are to take a community walk around the area of your school, interview people, take photos and any other data collection technique that will enhance your analysis. The final product may be completed in any sort of digital technology. An emphasis is placed on your professionalism in the final produce, your analysis (rather than just presenting facts). See assignment description for details.

b. Teaching in the Social Studies

Read: Aloud: Powerful Social Studies Integration through Children's Literature. DUE 11/16: Social studies is often integrated into other subjects, especially reading and writing but often in a “stealthy” not healthy way. It is important to learn and practice how to integrate in healthy ways that put social studies concepts at the forefront, rather than an add-on. You will have an opportunity through this assignment to plan, assess, and teach quality social studies. You will choose an exemplary tradebook as a read-aloud and social studies concepts that you will teach through and during this read aloud. You will conduct a pre-, formative and summative assessment on a small group of students and write a complete lesson plan in CI 495 B long format that you teach to your entire class. You are highly encouraged to video record yourself teaching the lesson to facilitate the written reflection that accompanies this lesson plan format.

Social Studies in My Classroom. DUE 10/19: Observe and reflect upon social studies teaching and learning in your classroom. Consider curricular materials, student work, and pedagogy in action to describe social studies in your placement classroom. See assignment description for details.

Optional:

Professional Learning Activities. DUE 12/3 [PLAs] are activities that will allow you to further your own professional development as a teacher of elementary school social studies. These are optional activities that are designed to allow you to pursue topics that are most interesting and relevant to you. To earn an A in this course, you will complete two PLAs. See assignment description for details.

GRADING
When you submit an assignment, your instructor will review your work and provide you with written feedback and indicate if your work is satisfactory. If it is not satisfactory, you will be asked to revise and resubmit your work. You will have one week to resubmit an assignment.

A "C" or better in SSED430W is required in the CEAED program. The following chart outlines how final course grades will be determined:

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<thead>
<tr>
<th>Grade</th>
<th>To receive this grade, you must …</th>
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<tbody>
<tr>
<td>A*</td>
<td>. . . satisfactorily complete all required course components and two Professional Learning Activities (see above and assignment description)</td>
</tr>
<tr>
<td>B*</td>
<td>. . . satisfactorily complete all required course components</td>
</tr>
<tr>
<td>C*</td>
<td>. . . complete all required course components</td>
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* Based on your instructor’s assessment of citizenship, + and – grades will be applied. For example, even if you satisfactorily complete all required course components and two PLAs, your grade for the course may be an A- based on the quality of your class contributions.

Projected Calendar of Topics, Assignment Deadlines, and Readings
(subject to change)

**Week 1 (First Week Jumpstart, MNES)- Aug 11th 1-4pm:**

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<tr>
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### Week 3 - Sept. 2nd & 3rd

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- Skim NCSS Notable Children Tradebooks: [http://www.socialstudies.org/resources/notable](http://www.socialstudies.org/resources/notable)  
- In class: Demonstration of powerful social studies read-aloud. | Reading Response #1 Due: Sept. 7th |

### Week 4 - Sept. 9th & 10th

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### Week 5 - Sept. 16th & 17th

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<th>Essential Question(s)</th>
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### Week 6 - Sept. 23rd & 24th

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### Week 7 - Sept. 30th and Oct. 1st

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   Reading Response #6 | Due: Oct. 12th |

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   Bring an example of economics in the curriculum | DUE: Sunday, Oct. 19th; School & Community Inquiry  
   Review PDE’s SAS for your grade’s economics standards  
   Reading Response #7 | Due: Oct. 19th |
### Week 10- Oct. 21st & 22nd

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<th>Due</th>
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</table>
| How can we show respect for diverse students, families, customs, and peoples while encouraging our students to do the same? | ✓ Diversity Guest presenters on cultural understanding-“Raffa Raffa” | o Ukpokodu, O. (2006). Essential characteristics of a culturally conscientious classroom. *Social Studies and the Young Learner, 19*(2), 4-7.  
 Due: Oct. 26th |

### Week 11- Oct. 28th and 29th

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<tr>
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<th>Due</th>
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| How do I teach the DI subjects as interrelated and integrated? | ✓ Integration with Math and Science | o Math is More than Numbers. *Rethinking Elementary Education*.  
 o Laboratory for Justice: Science across the curriculum. *Rethinking Elementary Education*.  
 Due: Nov. 2nd |

### Week 12- Nov. 4th and 5th

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<th>Essential Question (s)</th>
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<th>Due</th>
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| What pressures face educators today?  
 How do you to bring current events into the classroom? | ✓ Current events  
 ✓ Inquiry into various educational topics (i.e. voucher s, Common | o Parker, W. (2011). Current Events and Public Issues In W. Parker, *Social Studies in Elementary Education* (pp. 361-392, 14th ed.). Boston: Allyn & Bacon. | A reading on your educational topic  
 Bring “current event teaching” example from |
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<th>Due</th>
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Read: Aloud: *Powerful Social Studies Integration through Children’s Literature*  
Reading Response #10  
Due: Nov. 16th |

*Thanksgiving Holiday – PDS classes do not meet Nov. 24th-28th*

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<th>Due</th>
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</table>
| How do I make the most of the resources available?                                   |                                              | o Brophy, J. Alleman, J. & Knighton, B. (2003). Co-constructing classroom resources. *Social Studies and the Young Learner*, 16(2), 5-8. | Bring to class one web or community resource that could enhance your social studies curriculum.  
**DUE:** Sunday, Dec. 7th; *My Future as a Social Studies Teacher* |

Week 14- Dec. 2nd and 3rd
Expectations of this “W” Course

As a W course, writing (and communication in general, across several mediums) will be a major focus throughout the semester in SSED 430W. The course instructor and planning team have designed each of the writing assignments to help students 1) investigate social studies-oriented subject matter, 2) explore the intersections of their emerging philosophies and pedagogical stances, and 3) develop and practice the type of reflective thinking and writing associated with the profession or teaching. Much of the writing may be informal and ungraded, yet meaningful, so students are encouraged to think and discover through a process in which mistakes are a natural part of learning. Growth is the goal.

Students will be afforded many opportunities to practice writing throughout the semester, with emphasis given to writing as a process that develops through several iterations and drafts. Opportunities for students to receive written feedback from the instructor and to apply the instructor's feedback to their future writing will be built into the course. Likewise, students will also frequently take on the role as peer-editors, responsible for giving substantive feedback to improve upon the clarity and overall quality of one’s work. The instructor will clearly identify and explain the type of writing required throughout the course and will provide guidance as needed (e.g. negotiating how best to convey ideas to a given audience) to both authors and peer-editors.

Your writing will be evaluated by the instructors, and writing quality will be a factor in determining each student's final grade. Before students begin writing, the instructor will communicate to students the criteria by which their writing will be evaluated. Sound criteria for assessing writing quality include, but are not limited to, the writer's (demonstrated) ability to direct the material to an intended audience, the employment of organizational strategies, the development of both content and reasoning, adherence to conventions of a particular discipline, accuracy of the information presented, citation and integration of sources, style, grammar, syntax, spelling, and voice. The details of this policy are available at http://www senate.psu.edu/curriculum_resources/guide/sec1.html#Writing

Important Note on Professionalism

As a teacher candidate at PSU interns must conduct themselves in a professional manner in all public arenas. These arenas include your classes, your practicum site, and in your contacts and collaborations with other teaching professionals and teacher candidates. As instructors in this certification program it is our responsibility to do our utmost to maintain our program's integrity by evaluating students on whether they meet the demands of the teaching profession. Intellectual curiosity, courtesy, punctuality/attendance, preparedness, growth, and thoughtful participation in class activities are a few of the performances used to evaluate professionalism. The PDS is a difficult, trying year of course- and fieldwork, but the workload in the PDS pales in comparison to the first year of teaching. The PDS is an excellent opportunity to practice the many facets of professionalism: diplomacy, tact, patience, problem solving, collegiality, moral reasoning, and reflection. As Henry Adams reminded us approximately one century ago: "A teacher effects eternity; he[she] can never tell where his[her] influence stops." When you decide to teach, you are obligated to continually consider the effect you will have on your students, etc.

Statement of Compliance with the Americans with Disabilities Act of 1990
Penn State welcomes students with disabilities into the University's educational programs. If you have a disability-related need for reasonable academic adjustments, contact the Office for Disability Services (ODS) at 814-863-1807 (V/TTY). For further information regarding ODS, please visit the Office for Disability Services website at http://equity.psu.edu/ods/. In order to receive consideration for course accommodations, you must contact ODS and provide documentation (see the documentation guidelines at http://equity.psu.edu/ods/guidelines/documentation-guidelines). If the documentation supports the need for academic adjustments, ODS will provide a letter identifying appropriate academic adjustments. Please share this letter and discuss the adjustments with your instructor as early in the course as possible. You must contact ODS and request academic adjustment letters at the beginning of each semester.

**Academic Integrity**
This class, as well as all of your classes in the PDS, operates under the guidelines for academic integrity defined by the statement at the following WEB site: http://www.ed.psu.edu/edservices/certification/academic_integ.htm. Please consult this statement if you have any questions about the definition and ramifications for infraction of PSU's academic integrity policy. In particular, it is inappropriate to turn work in for one course that also counts as credit for another course without the express approval of each instructor. It is also inappropriate to borrow someone else’s ideas or words, and claim credit for them as your own. Be a good scholar. Give intellectual credit when and where it is due. Cite your sources.

**Creating Recourses and Honoring Copyrights**
As teachers, we draw upon whatever resources we have available to us; that’s the nature of the beast. Given that many of the assignments in this course are structured around generating teacher resources (to use in your classroom as well as to hypothetically share with colleagues), it is important that students make every effort to honor any related copyright laws in terms of crediting the work(s) of others. Students who have questions are encouraged to contact the instructor to ask (first) - no matter how minor a given issue may seem to them.