

15:257:564:90
Social Studies in the Elementary School
Fall 2021
Monday 5:00pm-8:00pm

| | |
|---|---|
| Instructor: Justin Negraval, Ed.D. | negraval@rutgers.edu |
| Course Platform: Canvas | |
| Office Hours: By Appointment Meeting: Via Zoom | Prerequisites or other limitations: None |
| Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other | Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers: from the instructor |

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Course Description

Learning Goals

New Jersey Professional Standards for Teachers (2014)¹:

Standard Two: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

ii. Essential Knowledge

2) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth

5) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community

¹ <http://www.state.nj.us/education/code/current/title6a/chap9.pdf>

values

iii. Critical Dispositions:

- 1) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his or her full potential;
- 2) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests;
- 3) The teacher makes learners feel valued and helps them learn to value each other

Standard Three: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

ii. Essential Knowledge

- 1) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning;

iii. Critical Dispositions

- 2) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

Standard Five: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

ii. Essential Knowledge

- 6) The teacher understands communication modes and skills as vehicles for learning (for example, information gathering and processing) across disciplines as well as vehicles for expressing learning;

iii. Critical Dispositions

- 3) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Standard Seven: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

ii. Essential Knowledge

- 2) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
- 3) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning

iii. Critical Dispositions

- 1) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction

- 4) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard Eight: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

ii. Essential Knowledge

- 2) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals

iii. Critical Dispositions

- 1) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

Council for the Accreditation of Education Professionals (2013)²

Standard 1: Candidate Knowledge, Skills, and Dispositions

- 1.1 Content Knowledge and Pedagogical Knowledge
- 1.2 Instructional Practice
 - Learning Experiences
- 1.6 Learner and Learning
 - Learning Experiences
- 1.8 Learner and Learning
 - Relationships and Communication

CATALOGUE DESCRIPTION

The impact on the elementary school of new developments in social studies and new refinements in teaching social studies; content, method, materials, and general curricular implications.

Course Overview

What are the social studies and why should we bother to teach them to elementary school children? What type of social studies is meaningful and useful to children? In this course we will explore both theoretical and practical aspects of teaching social studies in the elementary school.

Course Goals

The purposes of the course are for students to:

- develop a coherent and meaningful definition of social studies.
- differentiate between “good” history and “bad” history.
- understand how social studies can be integrated into the broader elementary curriculum.
- know and employ a variety of instructional strategies for teaching social studies.
- identify important skills and content in social studies.
- consider the interconnectedness between social studies content, pedagogy, and social justice in the classroom.
- sharpen skills in unit and lesson design.

² http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf

Course Requirements

Attendance

Attendance is separate from participation. You are allowed ONE absence from synchronous or asynchronous class meetings. You must contact your instructor about your absence providing an explanation for it. Beyond that, your final grade will be reduced as indicated (unless, of course, you have a doctor's note or other documentation indicating a bona fide reason): 2 absences—reduction of a half grade; 3 absences—reduction of 1 full grade; 4 absences—failing grade in course. Again, if it is an excused absence, you are responsible for contacting your instructor, getting the course materials, and making up for the class. Unsatisfactory participation and **any** unexcused absences will negatively affect your course grade.

Synchronous Class Participation (10%)

(This grade is separate from the attendance policy.)

Participation in this course will include taking part in a variety of live activities. Each class will include a historical context and contrast or apply to the current Social Justice events occurring nationally and globally. Links to support these discussions will be provided to enhance our discussions prior to each class. Students are expected to arrive on time and be prepared for every session having read and reviewed the required resources. Frequent, unexcused tardiness or absence will result in a reduction in the course grade. Please inform your instructor ahead of time if you will be missing class, as it will affect the structure of the lesson activities.

Each class meeting will include student-centered activities and collaborative discussions. Outstanding participation goes beyond regular attendance, attentiveness, and cooperation. It is expected that sincere effort and attentiveness, critical thinking, positive participation, and respect for your peers and instructor should be evident. During class discussions comments should reflect thoughtful consideration of the topics, demonstrate consideration of course resources and make meaningful contributions to the class discussions (these are contributions that go beyond just expressing one's opinion and are supported).

Independent Learning Activities (20%)

Each class will include a historical context and contrast or apply to the current Social Justice events occurring nationally and globally. Links to support these discussions will be provided to enhance our discussions prior to each class. When they are assigned, you are expected to complete all independent assignments before the following class meeting and/or the date(s) identified. Please be sure to pay attention to the dates and times of your course assignments and reach out to your instructor if you have questions about these assignments or have difficulty contributing in the digital/remote platform.

Literature Circles Book Group: Roles, Blogs, & Group Share (30%)

In this course, we will discuss the importance of using children's literature to promote fuller understanding of historical events; as well as an opportunity to utilize varied resources to encourage multiple perspectives; and explore the role narrative plays in helping students appreciate the human condition. In this assignment, you will select a Grade 4-8 book, one that

promotes teaching elementary children about the experience of an underrepresented or marginalized group (i.e. women, BIPOC, LGBTQ), to achieve these goals. You will meet with a similar interest group and participate in Literature Circle meetings. You will also be expected to “blog” about your experiences as both a student in the process and a future teacher considering instructional implications following each group meeting.

Unit Plan (20%)

You will collaborate with a partner or group to design a unit plan (requirements will vary based on the number of people contributing to the plan). Unit plans are a guide for several days or weeks of instruction. The unit plan must be framed around “Big Ideas” or “Enduring Understandings” and include a series of interrelated lesson topics and descriptions that explain how the topics will be addressed. All unit plans should include concepts and practices learned throughout this course, clear skills and content goals, daily objectives and brief descriptions of the daily teaching methods and references to source materials. The unit plans must be written in accordance with the GSE unit plan. Unit plans will be assessed based on the Danielson Framework for planning and on how well the concepts and best practices presented throughout the course are incorporated.

You will submit this unit in stages for feedback. In the first stage you will submit an overview including the content, important ideas, resources, assessments, and methods for diversifying instruction to meet students’ needs. In the second stage, an outline of the first 5 lessons will be submitted. In the third stage of the unit plan design you will submit additional lessons and revisions based on feedback offered by the instructor. Lastly, two fully planned lessons will be added to this unit plan. The first will be co-designed by unit planners and highlight what students are learning about the teaching of social studies and the content knowledge they have developed as unit planners. The second will highlight strategies and methods for integrating social studies instruction with literacy (and, potentially, other content areas). The final unit plan, including the overview and 10-15 lessons, will be submitted at the semester’s end.

Co-Designed Lesson Plan (10%)

In a pair/group, you will fully plan a lesson from within your collaborative unit plan. Lesson plans must be written using the lesson plan template provided by your instructor. It should explicitly address one of the [NJ Student Learning Standards for Social Studies](#) and have an intentionally designed objective, and well-aligned assessments, and instructional procedures.

The lesson plan and teaching will be assessed based on the inclusion of social studies content, pedagogies based in social studies education research, assessment of learning outcomes, and the ways in which students’ learning needs and language are supported and developed through intentional instructional practices. Each member of the pair/group is expected to participate equally in the planning of the lesson.

Interdisciplinary Lesson Plan (Individual) (10%)

The elementary classroom offers many opportunities for interdisciplinary learning. The possibilities to build literacy skills and address the goals of literacy standards while teaching social studies content and skills are practically endless. One effective way to accomplish this interdisciplinary goal is to teach social studies content through the use of children's literature. Throughout the semester several examples of this will be provided. In this assignment you will design your own interdisciplinary lesson based on a children's piece of literature. The steps you will need to take are outlined below:

Using the [NJ Student Learning Standards for Social Studies](#) and [Common Core State Standards for English & Language Arts \(ELA\)](#), and your unit plan design, you will select a children's book for use in an interdisciplinary social studies & language arts lesson. This process requires you to determine both the content and skills you want to teach for this lesson as you will address both the social studies and ELA portions of the objective.

Grading:

| | |
|---|-------|
| Synchronous Class Participation | 10% |
| Independent Learning Activities | 20% |
| Literature Circles Book Group: Roles, Blogs, & Book Share | 30% |
| Unit Plan | 40% |
| Instructional Practices | (10%) |
| Overview, Lesson Outline, & Assessments | (10%) |
| Co-designed Lesson Plan | (10%) |
| Interdisciplinary Lesson Plan (Individual) | (10%) |

Course Agenda

| Week/Date | Topics | Readings & Resources | Assignments for Class |
|----------------|---|--|--|
| Week 1 9/8 | The Importance of Social Studies Education | Syllabus Discuss Expectations and assignments | Review Syllabus |
| Week 2 9/13 | <p>The Goals of S.S. Education & Cross-Cultural S.S. Education: <i>How should the social studies be taught?</i></p> <p>The “Discovery” of America: <i>How can the histories of people be conveyed accurately?</i></p> | <p><i>The Social Studies Curriculum: Purposes, Problems, and Possibilities</i> - Chapter 2: Teaching History a Constructivist Approach (Whelan, 2006)</p> <p><i>Being the Change</i> – Chapter: Being Better Informed (Ahmed, 2018)</p> <p>Systemic Racism</p> | <p>Unit Plan Choice Due</p> <p>Literature Circle book choice survey due</p> |
| Week 3 9/20 | Method: Teaching Through Perspectives | <p><i>Understanding by Design Framework</i> (Wiggins & McTighe, 2012)</p> <p><i>Literature Circle Overview</i> (Schlick & Johnson, 1999)</p> | <p>Gain access to your literature circle book</p> <p>Begin researching your unit topic - locate at least six resources you will use to educate yourself on this topic</p> <p>Independent Learning Assignment</p> |
| Week 4 9/27 | <p>Learning Through Primary Sources: <i>What knowledge, understanding, and skills could be gained from analyzing historical documents?</i></p> | <p>1619, Episode 1</p> <p><i>The Sociocultural Context for Studying History</i> (Levstik & Barton, 2015)</p> | <p>Register online to the National Archives teaching resources DocsTeach site: https://www.docsteach.org/</p> <p>Literature Circle Meeting Role #1</p> |
| Week 5 10/4 | <p>Colonization & The American Revolution: <i>On what was the United States of America founded?</i></p> <p>Method: Close Reading</p> | <p>Deepening Student Learning with Understanding by Design https://www.edutopia.org/video/deepening-learning-understanding-design</p> <p>Choose one:</p> <ul style="list-style-type: none"> • <i>Teaching Challenging Topics with Primary Resources</i> (Singer, 2012) | <p>Unit Plan Overview (Resources, Overarching Concepts, Essential Questions, Summative Assessment summarized)</p> |

| | | | |
|------------------|--|---|--|
| | | <ul style="list-style-type: none"> • <i>Where are the Women: A Classroom Inquiry Into Social Studies Textbooks</i> (Bruger, Halvorsen, & Hernandez, 2014) | |
| Week 6 10/11 | <p>Current Events: <i>How does history influence current events?</i></p> <p>Citizenship: <i>What are the rights and responsibilities of citizens in a democracy?</i></p> | <p><i>“It is Democratic Citizens We Are After”</i>: <i>The Possibilities and the Expectations for the Social Studies from the Writings of Shirley H. Engle</i> (Chilcoat & Ligon, 2004)</p> | Literature Circle Meeting Role #2 |
| Week 7 10/18 | <p>Method: Using personal accounts and maps to understand historical events</p> | <p><i>50 Ways to Teach with Current Events</i> (Gonchar, 2014) https://learning.blogs.nytimes.com/2014/10/07/50-ways-to-teach-current-events/?mcubz=3</p> | <p>Unit Plan Lessons 1-5 Outlined</p> <p>Independent Learning Assignment</p> |
| Week 8 10/25 | <p>Intentional Teaching: <i>What factors determine the scope, sequence, and resources used in a social studies learning segment?</i></p> | <p>To be assigned by instructor:</p> <ul style="list-style-type: none"> • Quilt Walk (Dallas, 2012) • How I Became a Ghost (Tingle, 2015) | Literature Circle Meeting Role #3 |
| Week 9 11/1 | <p>Westward Expansion: <i>How do the geography and resources of a land affect its people, and vice versa?</i></p> <p>Method: Debate vs. Dialogue</p> | <p><i>A Young People’s History, As Long as Grass Grows or Water Runs</i> (Zinn, 2016) (Chap. 7)</p> | <p>Co-Designed Lesson Plan</p> <p>Independent Learning Assignment</p> |
| Week 10 11/8 | <p>Master Narratives: <i>Who decides how history is told?</i></p> <p>The Civil Rights Movement: <i>Have the goals of Civil Rights Activists been realized?</i></p> | <p><i>The Limits of Master Narratives in History Textbooks: An Analysis of Representations of Martin Luther King Jr.</i> (Aldridge, 2006)</p> | Literature Circle Meeting Role #4 |
| Week 11 11/15 | <p>Method: Evaluating Children’s Literature</p> | <p><i>A Young People’s History, Slavery & Emancipation</i> (Zinn, 2016) (Chap. 9)</p> | <p>Unit Plan Progress Check-In</p> <p>Independent Learning Assignment</p> |

| | | | |
|--------------------------|---|---|--|
| <p>Week 12 11/22</p> | <p>Addressing Conflict & Controversy: <i>How can teachers facilitate discourse around controversial issues in the social studies?</i></p> | <p><i>Doing History: Investigating with Children in Elementary & Middle School</i> (Levstik & Barton, 2015) (Chap. 8)</p> | <p>Literature Circle Meeting Role #5</p> |
| <p>Week 13 12/6</p> | <p>Immigration: <i>How is immigration (i.e. experiences of immigrants, rhetoric surrounding, etc.) of the past similar to and different from that immigration today?</i></p> | <p>Research Immigration Past & Present:</p> <ul style="list-style-type: none"> • Interactive Tour Ellis Island Tour • http://teacher.scholastic.com/activities/immigration/tour/ • United States Citizenship and Immigration Services https://www.uscis.gov/ • Teaching Tolerance https://www.tolerance.org/topics/immigration | |
| <p>Week 14 12/13</p> | <p>Method: Comparing past and present events</p> | | <p>Integrated Lesson Plan Due</p> <p>Independent Learning Assignment</p> |
| | | | |

References

- Aldridge, D. P. (2006). The limits of master narratives in history textbooks: An analysis of representations of Martin Luther King Jr. *Teachers College Record*, 108(4), p. 662-686.
- Brophy, J. & Alleman, J. (2002). Learning and teaching about cultural universals in primary-grade social studies. *The Elementary School Journal*, 103(2), 99-114.
- Finn, C. (2003) Forward in Leming, J., Ellington, L., & Porter-Magee, K. (Eds.). *Where Did Social Studies Go Wrong?* Thomas B. Fordham Institute, available at www.edexcellence.net/institute/publication
- Hannah-Jones, N. (New York Times). (2019). *1619*.
<https://www.nytimes.com/2020/01/23/podcasts/1619-podcast.html>
- Kohl, G. (1994). *Should We Burn Babar?* New York, NY: The New Press.
- Lehman, C. & Roberts, K. (2014). *Falling in love with close reading*. Portsmouth, NH: Heinemann.
- Levstik, L.S. & Barton, K.C. (2015) *Doing history: Investigating with children in elementary & middle school*. New York, NY: Routledge.
- Loewen, J. W. (1995) *Lies my teacher told me: Everything your American textbook got wrong*. New York, NY: The New Press.
- Schlick, N. & Johnson, N. J. (1999). *Getting started with literature circles*. Christopher-Gordon Publishers, Inc.
- Vest, K. (2005). *Using primary sources in the classroom*. Huntington Beach, CA: Shell Education.
- Wade, R. C. (2001). Social action in the social studies: From the ideal to the real. *Theory Into Practice*, 40(1). College of Education, The Ohio State University.
- Whelan, M. (2006). Chapter 2: Teaching history a constructivist approach. In *The Social Studies Curriculum: Purposes, Problems, and Possibilities, Third Edition*.

Wiggins, G. & McTighe, J. (2005). *Understanding by design*. Alexandria, VA: ASCD.

Zarnowski, M. & Gallagher, A. (1994). *Children's literature and social studies: Selecting and using notable books*. Dubuque, IA: Kendall Hunt Publishing Company.