

EDEL 420 Methods and Materials in the Social Sciences—Elem.

Winter 2007

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Office Hours: Tues. & Thurs. 9:00-9:50 or by appointment
Classroom and Meeting Times: Black Hall 223 MWF 10:00-10:50 a.m.

Catalog Description

Methods and Materials in the social sciences—elem.

Course Rationale

The faculty and staff of the Department of Education at CWU are committed to ensuring that graduates are prepared to be outstanding educational leaders and facilitators of learning in school settings with diverse student populations. Addressed in the course are the National Standards for Social Studies Teachers developed by the National Council for the Social Studies (NCSS) and WAC 180-79A-348 Elementary education—(7) Instructional Methods in Social Studies.

Course Topics

- Curriculum and Instruction in the Social Studies
- Multicultural Education
- History
- Geography
- Political Science (government & civics)
- Cooperative Learning
- Inquiry and Problem-Solving

Learner Outcomes

Competency Area: Curriculum and Instruction (CWU-CTL.1.2 & WA-COMP.ELEM.K2.5.15)

1. Explains the goals of social studies instruction.
2. Names and describes the major disciplines contributing to social studies.
3. Lists and explains the Ten Thematic Strands developed by NCSS.
4. Writes and explains a social studies lesson plan that meets NCSS standards.
5. Designs a cooperative learning experience for a social studies topic or theme.
6. Describes and applies the inquiry (scientific) method.

Competency Area: Multicultural Education (NCSS.1.1)

1. Explains the role of multicultural education in social studies instruction.
2. Identifies characteristics of culturally responsive education.
3. Participates effectively in class and group activities that address diversity issues.

Competency Area: History (NCSS.1.2)

1. Explains the historical method.
2. Identifies written and nonwritten sources used by historians to study the past.
3. Demonstrates the ability to use primary sources in instruction.
4. Describes strategies for the effective teaching of history including Storypath and document analysis.

Competency Area: Geography (NCSS.1.3)

1. Identifies and explains the five themes of geography.

2. Identifies the major questions that guide geographers in understanding and explaining the physical and human characteristics of the earth.
3. Identifies and explains the four skills necessary for geographic inquiry.
4. Identifies map skills for elementary and middle school.

Competency Area: Civics (NCSS.1.6 & NCSS.1.10)

1. Describes the goals for civic education established by the Center for Civic Education.
2. Gives examples of formal and informal methods of teaching civics.
3. Identifies the fundamental values of American Constitutional Democracy.
4. Explains the role of critical thinking in the civics curriculum.

Required Texts

*Maxim, George W. Dynamic Social Studies for Elementary Classrooms. (Eighth Edition)
Upper Saddle River, NJ: Merrill/Prentice Hall, 2006.

*EDEL 420 course pack

Assessment of Student Performance

First Exam (20 points)

This exam covers chapters 1, 2, and 3 of the assigned textbook plus selected lecture material. A study guide is included in the course pack. The instructor may modify some of the questions to accommodate the time period available for the exam. **DATES: Jan. 29 (M) OR March 15 (Thurs.) @ 8:00 a.m..**

Second Exam (20 points)

This exam covers chapters 4, 5, 7, and 8 of the assigned textbook plus selected lecture material. A study guide is included in the course pack. The instructor may modify some of the questions to accommodate the time period available for the exam. **DATES: March 9 (F) OR March 15 (Thurs.) @ 8:00 a.m.**

Class Activities (35 points)

These activities may include: class and group discussions, group reports, and demonstrations. Attendance is taken. Each student is responsible for coming prepared to class with required materials. In consultation with the instructor, students may be allowed to make up some class activities for 50% credit. Small group activities conducted in class may not be made up. University-sponsored events scheduled on the same dates and times as this class do not provide the student with an excused absence.

Chapter Quizzes (10 points)

Students take 5 of 7 quizzes. Copies of the quizzes are included in the course packet.
**DATES: Chap. 1 (1/12), Chap. 2 (1/19), Chap. 3 (1/26), Chap. 4 (2/2), Chap. 5 (2/9),
Chap. 7 (2/16), Chap. 8 (2/23)**

Lesson Presentation Using Primary Sources (15 points)

With a partner or in a group no more than three presenters, the student demonstrates a five-part lesson using primary sources. The instructor will provide lesson materials and assessment rubric. Class members evaluate the demonstration. **DATES: Any Friday except March 9.**

Grade Scale

A = 96-100 A- = 92-95 B+ = 89-91 B = 86-88 B- = 83-85 C+ = 79-82 C = 75-78
C- = 71-74 D+ = 67-70 D = 64-66 D- = 60-63 F = 59 & below

ADA Statement and Academic Dishonesty Policy

ADA Statement

Students who have special needs or disabilities that may affect their ability to access information, materials, or activities presented in this course are encouraged to contact the DSS Director/ADA Compliance Officer on campus at (509) 963-2171 for information regarding additional-related educational accommodations.

Academic Dishonesty Policy

Academic dishonesty is defined in the CWU Student Conduct Code (11.B). If academic dishonesty is confirmed, the instructor may issue a failing grade for the specific assignment and/or for the course. Withdrawing from a course does not excuse academic dishonesty. In circumstances when academic dishonesty is confirmed, a W can be replaced by a letter grade.

Bibliography

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- Ellis, A. K. (2007) *Teaching and learning elementary social studies*. Boston: Pearson.
- Hoge, J. D. (1996) *Effective elementary social studies*. Belmont, CA: Wadsworth Publishing Company.
- Krey, D. M. (1998) *Children's literature in social studies-teaching to the standards*. Washington, DC: National Council for the Social Studies.
- Lawrence, B. (1986) *A social history of America*. Portland, Maine: J. Weston Walch Publisher.
- Maxim, G. W. (2006) "Instructor's Manual" for *Dynamic social studies for constructivist classrooms*. Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.
- Maxim, G. W. (1999) *Social studies and the elementary school child*. Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.
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- National Council for the Social Studies. (2003) *Teaching with documents*. *Social Education* 67 (7) pages 417-428.
- Parker, W. C. and Jarolimek, J. (2005) *Curriculum standards for the social studies*. Upper Saddle River, NJ: Merrill.
- Sunal, C.S. and Haas, M.E. (2005) *Social studies for elementary and middle-grades- a constructivist approach*. Boston: Pearson.
- Stockard, James W. (1995) *Activities for elementary school social studies*. Prospect Heights, Ill: Waveland Press.
- Turner, Thomas N. (2004) *Essentials of elementary social studies*. Boston: Pearson.
- Wannamaker, Hallie Ann. (1996) *Multicultural activities for the American history classroom*. West Nyack, NY: The Center for Applied Research in Education.

