When we do the best we can, we never know what miracle is wrought in our life, or in the life of another.
-Helen Keller

Amy Camardese, Ph.D.
Old Main 301B
Phone: 724-946-7183 (Office)
330-759-1395 (Home)
E-mail: camardah@westminster.edu

Required Text: Teaching Social Studies, A Literacy-Based Approach
Emily Schell & Douglas Fisher
Pearson; Merrill Prentice Hall (2007)
ISBN 0-13-170017-0

The Morning Meeting Book by Roxann Kriete
ISBN 1-892989-09-3

Rationale:

Social Studies in the Elementary School is a required course with the goal of equipping prospective elementary teachers with tools for teaching social studies to children. This course requires that you work to develop initial ideas of social studies teaching that include methods of content selection (e.g., How do I know which knowledge and skills are the most important?), methods of teaching (e.g., Which ways of teaching best help children learn important knowledge, skills, attitudes, and values?), and be able to explain the critical role of social studies education in the school curriculum (e.g., Can social studies serve as the integrating core?).

I love teaching and hope that you will see evidence of my enthusiasm for social studies!

The professional education program provides evidence that Elementary Education certification candidates complete a program of Elementary Education studies the same as the academic content area courses and required electives of a major in a bachelor’s degree. The program shall require the candidates to demonstrate their knowledge of the fundamental concepts of Elementary Education and competence in applying developmentally appropriate practices to meet the diverse needs of Early Childhood students (K-4) including: (Pa. Dept. of Education, 1/01)

I.F. Citizenship Education instruction in accordance with the Pennsylvania Academic Standards including:
Economics, communication, transportation, industrialization, technology and agriculture,
Geography including location, place, region, human and environmental interaction, world, national, state, and local history, political science, government, social organizations and civic responsibilities

Assignments related to I.F.:
1. Developing a unit
2. Assessments
3. Creating a Pennsylvania history lesson
4. Developing lesson plans
5. Comparative analysis of social studies textbooks
I.G. Social Sciences including:
   Human behavior, culture and society, family structures, prejudice, tolerance and other coping behaviors, artworks and other cultural artifacts
   Assignments related to I.G.:
   1. Conducting a morning meeting
   2. Chapter quizzes
   3. Teaching in front of the Avatars
   4. Developing a curriculum map
   5. Notable Trade Books assignment
   6. Review of technology devices

Course Objectives:
1. Be able to use state and NCSS standards to design lessons, units, and curriculum.
2. Describe the structure of the social sciences and citizenship education that form the base for the social studies.
3. Identify the major social science disciplines and explain the major focus and emphasis of each.
4. Identify three key curricular elements and explain their role in program development.
5. Compare and contrast attitudes toward and models of dealing with cultural diversity.
6. Create lesson plans that actively engage students in social studies.
7. Identify and give examples of six factors that influence learning style.
8. Explain how character education differs from values education.
9. Explain the function of concepts.
10. Identify the key components of a daily lesson plan.
11. Identify and explain the nature and purpose of evaluation, testing, and grading.
12. Identify the basic components of role-playing and policy-model decision-making activities.
14. Explain the distinctions between text and trade books, current events and current affairs, and field trips and tours.

Disability Policy

Students who desire some form of accommodation for a diagnosed learning disability or physical problem must inform their instructors at the beginning of each semester (within two weeks) as to the nature of the disability and type of accommodation requested. If the disability or physical problem is diagnosed during the semester, students should inform their instructors immediately of the problem and accommodations needed. Students with disabilities should also inform the Disabilities Coordinator in the Career Development Center, who is available to assist in evaluating the disability and to facilitate communication between the College and the student in considering special accommodations. The type of accommodation provided will depend on the needs of the student, the circumstances of the student’s classes, and the resources of the College. Because of limited resources, final determination of whether an accommodation can be provided will be at the discretion of the College.
Student Evaluation: Student performance in this course will be based upon the following:

1. **Develop a unit** – The unit will be developed over a period of several weeks during the course. The unit will be taught for five days during the extended week of practicum. Detailed instructions will be provided. *(100 points)*

2. **Assessments** – two quizzes of 25 points each *(50 points total)*

3. **Curriculum Map** – A curriculum map will be created *(40 points)*

4. **Morning Meeting** – Lead a morning meeting during block.(10 points)

5. **Notable Social Studies Books** – Evaluate five trade books for classroom use in your Social Studies class *(25 points)* – select one of the books and create a lesson plan *(20 points)*

6. **Portfolio** – Your final will be a portfolio of strategies that connect to the Activities portion of your curriculum map.(40 points)

7. **Evaluation of technology for Early Childhood Classrooms** *(25 points)* – You will be given a technology device to evaluate for classroom use. You will create a brochure that includes a critique of the technology device, recommendations for use in a classroom, and tips for parents who may want to purchase the technology for home.

8. **Socratic Seminar** *(25 points)* In a Socratic Seminar activity, you will help one another understand the ideas, issues, and values reflected in a text through a group discussion format. Students are responsible for facilitating their group discussion around the ideas in the text; they shouldn’t use the discussion to assert their opinions or prove an argument. Through this type of discussion, students practice how to listen to one another, make meaning, and find common ground while participating in a conversation.

9. **Gallery Walk of strategies that integrate Social Studies and Reading** *(20 points)* Select a strategy from Chapter 6: Effective Uses of Literature to Teach Social Studies and create a tri-fold display.

10. **Participation** *(20 points)*- Learning is not passive. We will depend on each other for learning through discussion, debate, and questioning. Be prepared to actively participate in class discussions and activities. Active participation is essential and will be evaluated in the following way:

    a. **Excellent** – proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or using a lot of words to say little.
    b. **Satisfactory** - reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.
    c. **Minimally acceptable** - passive participation: present, awake, alert, attentive, but not actively involved.
    d. **Unsatisfactory** - uninvolved: absent, present but not attentive, sleeping, irrelevant contributions that inhibit the progress of the class, discourteous, disruptive behavior.

11. **Mindfulness, Yoga, and or Meditation** will be incorporated into SED 402. The following information is from [www.mindfulschools.org](http://www.mindfulschools.org)
Scholarly research finds that mindfulness practice decreases stress and anxiety, increases attention, improves interpersonal relationships, strengthens compassion, and confers a host of other benefits. Here’s a summary of research findings on benefits of mindfulness particularly relevant to educators:

**Attention**
Numerous studies show improved attention\(^1\), including better performance on objective tasks that measure attention.\(^2\)

**Emotion Regulation**
Mindfulness is associated with emotion regulation across a number of studies\(^3\). Mindfulness creates changes in the brain that correspond to less reactivity\(^4\), and better ability to engage in tasks even when emotions are activated.\(^5\)

**Compassion**
People randomly assigned to mindfulness training are more likely to help someone in need\(^6\) and have greater self-compassion.\(^7\)

**Calming**
Studies find that mindfulness reduces feelings of stress\(^8\) and improves anxiety and distress when placed in a stressful social situation.\(^9\)

---

**Grading Criteria:**

Grading will be based upon a point system. Total points possible will be 355. Grades will be determined in the following manner:

<table>
<thead>
<tr>
<th>Grades</th>
<th>Points Earned</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>330-355</td>
<td>93%</td>
</tr>
<tr>
<td>A-</td>
<td>320-329</td>
<td>90%</td>
</tr>
<tr>
<td>B+</td>
<td>305-319</td>
<td>86%</td>
</tr>
<tr>
<td>B</td>
<td>298-304</td>
<td>84%</td>
</tr>
<tr>
<td>B-</td>
<td>284-297</td>
<td>80%</td>
</tr>
<tr>
<td>C+</td>
<td>270-283</td>
<td>76%</td>
</tr>
<tr>
<td>C</td>
<td>263-269</td>
<td>74%</td>
</tr>
<tr>
<td>C-</td>
<td>249-262</td>
<td>70%</td>
</tr>
<tr>
<td>D+</td>
<td>234-248</td>
<td>66%</td>
</tr>
<tr>
<td>D-</td>
<td>213-233</td>
<td>60%</td>
</tr>
<tr>
<td>F</td>
<td>below 213</td>
<td>below 60%</td>
</tr>
</tbody>
</table>
**Expectations**

1. **Professionalism** – Be on time, call before class if you cannot attend or expect to be late, dress appropriately when in schools (all of these things reflect on your commitment to become a teacher).

2. **Integrity in your assignments** – All written assignments are expected to demonstrate college level work with the correct use of grammar, writing mechanics, spelling and proper format. All assignments are due at the beginning of class and considered late thereafter. Late assignments will lose 10% the first week and 20% the second week. No late assignments will be accepted after two weeks. Tests that are missed may be made up if the instructor has been notified in advance and documentation of the reason has been submitted. The student and the instructor will make these up at the earliest possible date as determined. It will be the student’s responsibility to contact the instructor to make arrangements.

Plagiarism or turning in others’ work as your own will result in meeting with the department of education to determine your status as an education student.

- **Note:** The contents and requirements of this syllabus are subject to change at the professor’s discretion.

---

**Tentative Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Preparation Assignment</th>
<th>PDE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 16</td>
<td>Introductions: Overview of course and course requirements. Instructor presentation. Initiating Activity: Life Ropes</td>
<td>Purchase Text</td>
<td>E.1., E.2.a; E.2.b</td>
</tr>
<tr>
<td>Jan. 18</td>
<td>Current Events</td>
<td>Chapter 1</td>
<td>E.1; E.2.a; E.2.b; E.3.a;E.3.b</td>
</tr>
<tr>
<td></td>
<td>Life Ropes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Morning Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What is Social Studies?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan. 23</td>
<td><strong>Morning Meeting</strong></td>
<td>Chapter 1</td>
<td>E.1; E.2.a; E.2.b; E.3.a; E.3b</td>
</tr>
<tr>
<td></td>
<td>What is Social Studies?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yakima Time Ball</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Splice presentations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan. 25</td>
<td>Current Events</td>
<td>Chapter 2</td>
<td>E.1.a; E.1.b, E.1.c; E.1.d; E.1.e; E.1.f; E.1.g; E.1.h; E.1.h; E.1.i; E.1.j</td>
</tr>
<tr>
<td></td>
<td>Why Teach Social Studies?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Who is Qualified for the Presidency?”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Chapter</td>
<td>References</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------------------------------------</td>
<td>-----------</td>
<td>------------------</td>
</tr>
</tbody>
</table>
| Jan. 30 | **Why Teach Social Studies?**  
Morning Meeting  
Cooperative Biography  
Notable Trade Books Due  
Socratic Seminar – Chapter 2 | Chapter 2 | E. 5. a; E.5.b, E.7.a  
E.7.b, E.7.d |
| Feb. 1  | Current Events  
What do we teach in Social Studies? | Chapter 3 | E.5.a;E.5.b, E.7.a  
E.7.b, E.7.d |
| Feb. 6  | What do we Teach in Social Studies?  
Morning Meeting | Chapter 3 | E.2. a; E.2.b; E.2.c; |
| Feb. 8  | Socratic Seminar – Chapter 3  
Teaching Social Studies for Understanding  
Technology Fair | Chapter 4 | E.2. a; E.2.b; E.2.c; |
| Feb. 13 | **Morning Meeting**  
Teaching Social Studies for Understanding | Chapter 4 | E.2. a; E.2.b; E.2.c; |
| Feb. 15 | Current Events  
Questioning Strategies  
Socratic Seminar – Chapter 4 | Chapter 4 | E. 4.d; E.1.a; E.2.c; |
| Feb. 20 | **Morning Meeting**  
Using Texts for Teaching and Learning Social Studies | Chapter 5 | E.3.a; E.2.a; E.5.c |
| Feb. 22 | Current Events  
Using Texts for Teaching and Learning Social Studies  
Socratic Seminar – Chapter 5 | Chapter 5 | E.5.h; E.1.j; E.2.e |
| Feb. 27 | **Morning Meeting**  
Inquiry Lessons | Chapter 5 | E.5.h; E.1.j; E.2.e |
| March 1 | Unit planning  
**Curriculum Map Due**  
Explore a website related to social studies and how to use it in the classroom. You will present the website to the class and include the following information:  
1. State content standards  
2. Two activities of how to incorporate the website into their classroom/grade level  
3. Why the website was selected  
4. Content of the website and its features, and the URL. | Chapter 7 | E.2.c; E.5.a; E.5.b |
| March 6 | **Spring Break** | | E.5.g; E.2.c; E.5.b |
| March 8 | **Spring Break** | | E. 2.a; E.3.a; E.5.d |
| March 13 | **Morning Meeting**  
Embedded Instruction - Sharpsville  
**Unit due** | | E.2.a; E.3.a; E.5.d |
| March 15 | **Embedded Instruction – Sharpsville** | |  |
| March 20 | **Morning Meeting**  
Effective Uses of Literature to Teach Social Studies  
**Gallery Walk** | Chapter 6 | E. 1; E.2.b; E.2.a |
| March 22 | Current Events  
Real World Teaching and Learning | Chapter 8 | I. F; I. G |
| March 27 | **Morning Meeting**  
**Socratic Seminar – Chap. 8**  
Real World Teaching and Learning | Chapter 8 | E.4.a; E.4.b |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Chapter</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 29</td>
<td>Easter Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 3</td>
<td>Morning Meeting</td>
<td>Chapter 9</td>
<td>E.1</td>
</tr>
<tr>
<td></td>
<td>Student Achievement &amp; Assessments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 5</td>
<td>Mapping</td>
<td>Chapter 10</td>
<td>E.1a; E.6b; E6c</td>
</tr>
<tr>
<td></td>
<td>Socratic Seminar – Chapter 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chap. 10 – How do we share What we Have</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learned in S. Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 10</td>
<td>Practicum</td>
<td></td>
<td>E.1a; E6b; E6c</td>
</tr>
<tr>
<td>April 12</td>
<td>Practicum</td>
<td></td>
<td>E.1a; E6b; E6c</td>
</tr>
<tr>
<td>April 17</td>
<td>Practicum</td>
<td></td>
<td>E.1a; E6b; E6c</td>
</tr>
<tr>
<td>April 18</td>
<td>URAC – required attendance</td>
<td></td>
<td>E.1a; E6b; E6c</td>
</tr>
<tr>
<td>April 19</td>
<td>Practicum</td>
<td></td>
<td>E.1a; E6b; E6c</td>
</tr>
<tr>
<td>April 24</td>
<td>Practicum</td>
<td></td>
<td>E.1a; E6b; E6c</td>
</tr>
<tr>
<td>April 26</td>
<td>Practicum</td>
<td></td>
<td>E.1a; E6b; E6c</td>
</tr>
<tr>
<td>May 1</td>
<td>Population Connection</td>
<td></td>
<td>E.1a; E6b; E6c</td>
</tr>
<tr>
<td>May 3</td>
<td>Field Station</td>
<td></td>
<td>E.1a; E6b; E6c</td>
</tr>
</tbody>
</table>

**Required Attendance:**  Friday, January 26th – Field Station – 9:15 – 11:15
Thursday, May 3rd – Field Station – 9:15 – 11:15
Required: Author Visit: Tuesday, February 27th, 12:30 – 1:30 – McKelvey Theater

An Avatar session will be scheduled where you will have an opportunity to practice asking questions.

Wednesday Practicums: Wednesdays, March 14, 21, & April 4

Two week practicum: April 9 – April 27th

FINAL – MONDAY, MAY 7TH – PRESENTATION OF PORTFOLIO