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MALONE COLLEGE
SCHOOL OF EDUCATION
COURSE SYLLABUS
Fall 2008

Course Prefix and Number: EDUC 550 - 1

Course Title: Integrated Social Studies and Language Arts for Children
Integrated Social Studies and Language Arts for Children
With Mild/Moderate Exceptionalities

Course Description:

This course explores the principles, techniques and resources for teaching language arts in the context of social studies to children PreK through grade 3, *Pre k through grade 12*, incorporating technology and other nonprint media. Course work includes the examination of strategies for selecting, integrating and translating knowledge and methods from social studies standards appropriate for children in the early childhood grades, *with and without exceptionalities*. An understanding of social and cultural contexts for language learning and a knowledge of developmentally appropriate practices forms a basis for planning an integrated social studies curriculum and *providing intervention for children with various exceptionalities*. Preservice teachers construct effective, integrated units and assessment activities reflecting the Ohio Content Standards for Social Studies and Language Arts. Concepts and skills related to vocabulary instruction and language arts are developed and applied in the context of real reading and writing in social studies. Strategies for ongoing assessment, evaluation and intervention are developed to help inform instructional planning and are aligned with NCTE and NAEYC Standards. Preservice teachers spend a block of time in the

schools with instruction for this course supported by elementary school site faculty.

Field Experience Hours: 30

Prerequisites: EDUC 355

Course Textbooks:

Short, K., Schroeder, J., Laird, J., Kauffmann, G., Ferguson, M.J., and Crawford, K., (1996) Learning Together through Inquiry. York, ME Stenhouse Publishers. ISBN1-57110-0334

Academic Content Standards, K-12, Social Studies, Ohio Department of Education (2003)

Academic Content Standards K-12, Language Arts, Ohio Department of Education (2003)

Tompkins, G., (2004) 50 Literacy Strategies, Step by Step. Upper Saddle River, N.J., Prentice Hall ISBN 0-13-860370-7

Course Objectives

The teacher candidate will:

Stewardship (Global Stewardship Objective)

Effectively use all relevant knowledge, experiences and resources to inform decisions and guide practices that provide the very best learning experience for all children.

Philosophy

1. Define inquiry and explain its application in classrooms today.
2. Develop a personal philosophy of education that includes integration of the core subjects in the curriculum.

Knowledge Base

1. Understand the scope and sequence of social studies curricula as presented in the state of Ohio's Academic Content Standards, K-12, Social Studies.
2. Be able to choose developmentally appropriate texts and resource materials in social studies.

3. Develop questions at various levels and learn how to involve students in developing and investigating questions.
4. Use standards, benchmarks, and grade level indicators to develop integrated lessons.
5. Use a variety of teaching approaches including directed instruction, modeling, cooperative groups and skill groups.
6. Understand the value of using read aloud to develop concepts in social studies.
7. Discuss difference between thematic units and inquiry in social studies.
8. Develop a web or mind map identifying the main ideas and resources of an integrated, interdisciplinary unit.
9. Plan meaningful field experiences including activating prior knowledge, integration of language arts and social studies and appropriate assessments.
10. *Develop adaptations to lessons for students with exceptionalities.*
11. Develop procedures for the classroom to help *all* students know expectations and routines necessary for an efficient learning environment.

Communication: The student should be able to

1. Involve elementary school staff and students in collaborative decisions about the focus of class inquiries in social studies.
2. Develop a web or mind map identifying the main ideas and resources of an integrated, interdisciplinary unit to be developed by the student.
3. Use computer technology for word processing, communication and information access, including various educational web sites.
4. Make connections between web sites and the use of their resources to help enhance the teaching of the Ohio standards.
5. Exhibit active participation in the community of learners and participate in class discussions.

Collaboration

1. Students will engage in cooperative and collaborative learning experiences with peers.
2. Students will collaborate with their cooperating teacher to facilitate learning for *all students* in the Field Experience classroom.

Professional Practice The student will demonstrate:

1. Awareness of the place of social studies within the elementary school curriculum.
2. Sensitivity to the cultural diversity and *individual differences* that exist in any class.
3. Professionalism in the preparation and presentation of materials.
4. Awareness of character traits that should be modeled to develop strong values in the classroom.
5. Thoroughly study and adhere to the code of conduct expected of all students at Malone College with special attention given to policy governing the conduct required of all preservice teachers, especially during field experience.
6. Recognize your role in helping students develop the knowledge and skills necessary to be responsible, participating citizens.

Reflection

1. Reflect on personal experiences, attitudes and values that have the potential to influence choices made during teaching.
2. Reflect on course work and the field experience using various strategies.
3. Record reflections on the process of developing a thematic unit.

Assessment of Course Objectives

Teacher candidates will write The Important Thing about Inquiry is..
(Course Objectives: Philosophy #1, #2).

Teacher candidates will develop an Integrated Thematic Unit incorporating the core Content curriculum. (Course Objectives: Knowledge Base #1, #2, #3, #4, #5, #6, #8, #10. Communication #2. Professional Practice #1, #2, #3, #6)

Teacher candidates will participate in **all** in-class group activities. (Course Objectives: Collaboration #1, #5. Professional Practice #4)

Teacher candidates will develop a presentation to illustrate their integrated unit for their Final exam. (Course Objectives: Knowledge Base #9, #10, #11. Professional Practice #4, #6)

Teacher candidates will complete a midterm that shows their ability to elaborate on course topics. (Course objective: Knowledge Base, #3.)

Course Policies

Students will:

1. Attend class regularly. Attendance is mandatory. If you are too ill or have an emergency which prevents you from being in class or attending your field experience, please notify both the school site and the course instructor as soon as possible. Excused absences require a note signed by a doctor, the Provost or the Malone registrar (3 tardies=1 absence). Gibbs Elementary 330-456-1521. Complete required 30 hours of field experience.
2. Read assignments and be prepared for class discussions.
3. Turn in work on time. Late work will **Not** be accepted for a passing grade after one week beyond the due date and extra credit assignments will not be available.
4. Participate in **all** in-class group activities.
5. Submit written work that is relatively free of grammatical, spelling or other errors. It should reflect a thoroughness and depth of thinking.
6. Develop a thematic unit integrating social studies, language arts, science and math. The unit should demonstrate the use of at least 5 of the strategies from the book 50 Literacy Strategies and include methods for evaluation and assessment. **The student will present a summary to the class** . Teach one lesson integrating social studies and language arts in the field experience. This can be the same lesson presented in class or one from the thematic unit.
7. Develop and use an interview/survey to determine student background and prior knowledge in social studies and language arts.
8. Write reflections for class and field experience sessions (as assigned by the professor).
9. Maintain communication with the teacher at the school site and complete tasks as assigned.
10. Complete a pretest to indicate prior knowledge.
11. Read one article from a professional periodical which will aid you in teaching social studies inquiry and develop a product in class group work.
12. Develop a bibliography/text set of books to use for your thematic unit. Include at least 15 student books and bring one book to class to share.

- You will share the book from your text set in a demonstration lesson presented in class. A list of other resources will be necessary for the thematic unit.
13. Have elementary students participate in an integrated lesson.
 14. Complete an integrated web or mind map to plan your unit.
 15. Complete midterm connecting strategies with standards in Social Studies and Language Arts.

POINTS AVAILABLE

Integrated Thematic Unit Plan	50
Article/Interpretation	25
Inquiry Essay/Reflection	25
Midterm	25
Final Presentation	50
Attendance/Participation/Professional	25
TOTAL	200

GRADE SCALE

A	100 – 93%
B	92 – 85%
C	84 – 77%
D	76 – 69%
F	less than 69%

Key Concepts, Terms and Principles

- Levels of Questioning
- Standards, Benchmarks, and Grade Level Indicators
- Concepts, Generalizations and Facts
- Inquiry Cycle
- Character Education and Conflict Resolution
- Strategies-Reading Content, Discussion web, Affinity Diagram
- Schema

Zone of Proximal Development/Scaffolding
Literature Connections
Individual Conferences
Ongoing Assessment
Writing Process
Grouping
Phonemic Awareness
Personal and Social Knowing
Knowledge Systems
Sign Symbols

This syllabus is subject to change as the need arises. Students are responsible for noting any changes.

Final Exam will be the presentations of your integrated units on
