William Paterson University  
College of Education  
Department of Early Childhood and Elementary Education  
Wayne, NJ

Theme - Preparing Inquiring Educators for Diverse Settings:  
Developing Knowledge, Application, Dispositions

COURSE OF STUDY

1. **Title and Number of Credits:** CIMS 3330, Social Studies Methods/Assessment for Teaching 5-8 (2 undergraduate credits; fully online course)

2. **Course Description:**
   
   This online course examines methods and materials for teaching social studies in grades 5-8. Social studies is defined as an interdisciplinary field which includes history, geography, sociology, psychology, anthropology, political science and economics, and which examines social problems over time and in different times and places. Social studies is presented as a means of understanding the diversity and unity of peoples and their societies worldwide. The course emphasizes methods of teaching democratic and multicultural values, cooperative interaction and personal social responsibility. The course also explores interdisciplinary connections between social studies and other elementary school subjects such as math, science, language arts and fine arts.

3. **Pre-requisites:** CIED 2030

4. **Course Objectives:** The teacher-candidate will be able to:

   1. Discuss the purposes and goals of middle school social studies and global education in conjunction with the New Jersey Core Curriculum Content Standards for the Social Studies and national standards.

   2. Discuss contributions to social studies of major ideas from sociology, anthropology, psychology, political science, history, geography and economics.

   3. Describe and apply various designs for organizing social studies instruction and for utilizing different sources of data from the arts, sciences, literature, and technology consistent with the New Jersey Core Curriculum Content Standards.

   4. Develop conceptual frameworks that recognize individual and cultural diversity among learners and the implications for effective teaching.

   5. Describe ways of integrating social studies content with skills in reading, writing, thinking and value development.
6. Describe ways of structuring a class and organizing activities for democratic interaction, interpersonal and intrapersonal understanding.

7. Explain the major concepts of multicultural studies and global education, including the development of positive, open-minded dispositions toward diversity and cultures different from one’s own.

8. Describe ways to assess learning among diverse students, comparing and contrasting the uses of standardized testing, performance-based assessment, pre-, formative, and post-assessments.

9. Plan meaningful lessons that connect social studies and the fine arts, language arts, humanities, physical sciences and math, and that include observable objectives, motivational strategies, active student learning, effective applications of technology, and means of assessing diverse students.

10. Assess their own personal and professional growth through ongoing reflection.

5. **Student Learning Outcomes:** The teacher-candidate will be able to:

1. Demonstrate an understanding of how to make social studies concepts comprehensible to students by developing instructional materials based on various approaches such as graphic organizers, double-entry journals, and language experience that promote critical thinking and address students of diverse backgrounds.

2. Demonstrate an understanding of teaching students to analyze primary sources by preparing a lesson that teaches reading / analysis skills and a specific historical primary source.

3. Demonstrate an understanding of how to teach social studies concepts by tutoring a middle school aged student in social studies and analyzing the impact of this experience on student learning.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>NJ Teaching Standards</th>
<th>ACEI Standards</th>
<th>NCATE Standards</th>
<th>WPU Competencies</th>
<th>NJ DOE CCCS Standards</th>
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</thead>
<tbody>
<tr>
<td>1. Create a portfolio of instructional materials appropriate for teaching middle school social studies in a meaningful, critical, relevant manner.</td>
<td>1, 3, 4, 5</td>
<td>1, 2.4, 2.8, 3.1, 3.2, 3.3, 3.4, 4</td>
<td>1, 4</td>
<td>2, 3, 4, 5, 12, 16, 17, 19, 20</td>
<td>6.1, 6.2, 6.3</td>
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<td>2. Develop an interdisciplinary lesson plan that guides students in actively</td>
<td>1, 2, 3, 4, 5, 7, 8</td>
<td>1, 2.4, 2.8, 3.1, 3.2, 3.3, 3.4, 4</td>
<td>1, 4</td>
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<td>6.1, 6.2, 6.3</td>
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analyzing primary historical sources.

3. Write a description and reflection of an experience in which they instruct a middle school student on social studies skills the student is currently working on in their school.

6. **Course Content:**

1. Organizing the Social Studies for instruction in grades 5-8.
   a. Goals of social studies
   b. History of the development of social studies
   c. Making social studies relevant to students
   d. Content and process

2. Key concepts of human inquiry
   a. Overview of social sciences, history, geography
   b. Overview of the humanities, philosophy, fine arts and language arts
   c. Connections between social studies and the natural sciences

3. Instructional designs for social studies
   a. “Expanding World” curriculum
   b. Spiral curriculum
   c. Thematic, integrated curriculum
   d. Inquiry-based learning
   e. Literature-based social studies instruction
   f. The “Social Action Approach” (Banks) and community service
   g. Clarification and development of values
   h. Citizenship skills
   i. Standards-based instruction

4. Planning Instruction in the Social Studies
   a. Interdisciplinary resource and teaching units
      i. Connections to prior knowledge
      ii. Adaptations for specific learners
      iii. Using community resources
   b. Lesson sequence
      i. Choosing core concepts
      ii. Cooperative learning structures (Kagan)
      iii. Developmentally appropriate strategies
      iv. Discussing controversial issues
c. Effective integration of technology
   i. Simulations; games
   ii. Databases
   iii. Interactive visual resources (graphs, charts, films, photo galleries)
   iv. Blogs, wikis, social networking sites
   v. Critical thinking and media literacy

5. Teaching diverse populations
   a. Equity pedagogy
   b. Legal commitment
   c. Ethical commitment
   d. Awareness of and planning for
      i. Students with exceptional needs, including learning disabilities and autism
      ii. Racial, ethnic, cultural, and linguistic diversity
      iii. Socioeconomic differences
      iv. Other personal and cultural issues (migrant, homeless, abused, etc.)

6. Integrating Social Studies content and skills
   a. Research skills (locating, organizing, and analyzing information)
   b. Reading in the social studies
   c. Writing in the social studies
   d. Map and globe skills
   e. Temporal concepts / historical thinking

7. Promoting democratic interaction
   a. Democratic heritage and current realities
   b. Organizing classrooms democratically
   c. Individual, group and society
      i. Development of positive self-concept
      ii. Development of self-discipline
      iii. Rights, responsibilities and values

8. Investigating global connections and multiculturalism through multiple disciplines
   a. People in societies: Cultures and the individual: Anthropology
   b. People and the past: Perspectives and change in history
   c. People and locations: Geography
   d. Individuals, groups and institutions: Sociology and psychology
   e. People and power: Government and political science
   f. People and products: Economics

9. Evaluating learning in the social studies
   a. Instruction-assessment cycles
   b. New Jersey mandated testing
   c. Strategies for assessing student progress (pre-, formative, post-assessments)
10. Teacher as social studies scholars
   a. Doing research in and on your classroom
   b. Doing research in social studies
   c. Developing your own materials and methods
   d. Dispositions of the life-long learner

7. Teaching/Learning Methods:

The fully online course will be taught on Blackboard through methods such as the following:
   1. Whole group discussions
   2. Small group discussions
   3. Group tasks and cooperative learning (e.g., wikis, blogs)
   4. Engaging in online research and action/field research
   5. Analyzing and reflecting on field experiences
   6. Planning, reflecting upon, and critiquing lessons
   7. Watching and embedding films on social studies topics
   8. Examining curriculum materials in WPU Curriculum Materials Center and local schools
   9. Critical reading of journal articles, current events pieces, and educational websites

8. Evaluation Methods:

   1. SLO # 1: Instructional materials portfolio (Assessed using rubric)
   2. SLO # 2: Primary source-based lesson plan (Assessed using COE lesson plan rubric)
   3. SLO # 3: Tutor report and reflection (Assessed using rubric)
   4. Critical, reflective, active participation in Blackboard discussions (Assessed using rubric)

9. Recommended Textbook:


10. Preparer’s Name and Date: Elementary and Early Childhood Education Curriculum Committee, Fall 2004

11. Original Department Approval Date: Fall 2004

12. Reviser’s Name and Date: Alison Dobrick, Spring 2011

13. Department Revision Approval Date: Spring 2011

14. Bibliography:

   Texts and Journal Articles


Guidry, A., Cuthrell, K., O’Connor, K., & Good, A. (2010). From the green mile to the yellow brick road: Using a practical model to fill in the social studies content gaps. *Social Studies, 101*(1), 22-29. doi:10.1080/00377990903284096


**Websites**

http://blogspot.com (Creating blogs)

http://earth.google.com/ (Google Earth)

http://nameorg.org/ (National Association for Multicultural Education - NAME)


http://www.socialstudiesforkids.com/ (Social Studies for Kids – teaching resources)

http://www.state.nj.us/education/cccs/ (New Jersey Core Curriculum Content Standards)

http://www.state.nj.us/education/profdev/profstand/standards.pdf (New Jersey Teaching Standards)

http://www.youtube.com (Film resources)