Integrated Methods: Elementary Language Arts/Social Studies - EDUC 349

With the theme of sustainability in mind, this course aimed at two overarching goals; (1) create an awareness of, and underscore concept understandings for pre-service teachers through readings and accessing relevant websites on sustainability (2) engage students in an experiential learning component on the issue through a visit to the Lackawanna Coalmine. The purpose was to adopt the widening horizons approach to social studies – moving from known to the unknown while making meaningful connections and comparisons to global issues as they pertained to social and economic injustices and environmental issues. With this knowledge, pre-service teachers would gain the knowledge, skills and dispositions that would allow them to be competent and globally aware professionals who would model the “best practices” for their respective students in the elementary grades. In a sense, they would be sustaining the dialogue and conversations about the interconnectedness and interdependence of the human race and the important need to protect our planet earth.

Social studies, referred to as the “great connector”, involves the integration of a variety of subject matter (geography, economics, social/culture, political history with language arts, math, science, art, etc). The course infused sustainability in an integrated fashion and a widening horizons strategy (moving from known to unknown); through a discussion of environmental issues (e.g. global warming and dependence on oil), and sustainable development, with a specific focus on the African continent, a region of the world that continues to be marginalized in the education curriculum. Specifically, we discussed natural and man-made disasters in USA and around the world (Katrina and Tsunami), while contextualizing the important dimension of leadership and a political will. Issues of socio-economic disparities and the apparent injustices in the necessitated by power and privilege traced from the historical perspective of colonialism were explored. Certain examples of how environmental sustainability could be addressed were discussed and contextualized within the works of Professor Wangari Maathai, an environmentalist and the 2004 Nobel Peace Prize Winner, and the Green Belt Movement.

How was this accomplished –

Through a variety of readings and children’s literature that integrate diverse voices and contributions of people from marginalized regions of the world. This topic ties in well with geography (Kenya, E. Africa) climatic changes, human geography- afforestation and deforestation, ecotourism; economy (scarcity of resources and trade imbalances, sources of fuel – firewood and charcoal); political – Prof. Maathai as a leader and a woman, and the courage to be a leader (she was imprisoned many times); social culture (issues of gender and human rights including a right to be educated); and history – issues of colonialism and underdevelopment whereby most of Africa remains in the periphery (mainly an agricultural continent) of Wallerstein’s World System’s Theory. This approach highlights issues of injustice and unfair trade policies in the global economy.

Student Projects – knowledge application

Students researched the local history, economy and the symbolism of the mules in Scranton, the Green Belt Movement, the role of political leaders in championing the causes of sustainability on a global level – Uganda, Ukraine, Chile, etc and comparing with USA
Students visited the Lackawanna Coalmine and reflected on the experience
Wrote reflection papers on the foregoing issues
Created poster presentations which infused sustainability as a component or a theme(see Uganda)
Education Department

Departmental Course Syllabus

EDUC 349 Integrated Methods: Elementary Language Arts/Social Studies
Fall 2006/Spring 2007

Day, Time: MWF 11:00 – 12:15 p.m.  Instructor: Dr. Tata Mbugua
Location: MGH 206  Office & phone: MGH 145, 941 5884
Credit Value: 4 credits  E-Mail: mbuguat2@scranton.edu
Office Hours: TBA.

The PROFESSIONAL EDUCATOR AS SCHOLAR/DECISION-MAKER is a model developed by the Education Department of the
University of Scranton to describe their philosophy and practice regarding the preparation of professionals - teachers, counselors, and
administrators - to facilitate the education of elementary and secondary students. The programs of the Education Department develop
the skills required by the candidate to make appropriate decisions regarding the candidate’s personal and professional life, as well as
knowledge in the content areas within the liberal arts traditions of the Jesuit University, resulting in the well-rounded, academic
preparation of the candidate. The rigor of the program produces a professional educator able to effectively perform the variety of roles
expected by the contemporary school environment.

University of Scranton-Education Department 1993 v

Code of Academic Honesty:

The Education Department honors the Academic Code of Honesty as set forth in the
University of Scranton’s Policies Governing the University Community.
(http://matrix.scranton.edu/student_handbook/policy_academic_code_honesty.html)

Course Prerequisites:  EDUC 244

Course Description: This course is designed to provide the elementary education
major with planning and instructional strategies necessary
for exemplary language arts and social studies instruction
in the classroom. Attention will be made to those strategies
that might be used for integrated instruction as well as
instruction of each area as separate and distinct disciplines.

Required Texts/Readings

National Council of Social Studies and National Council of Teachers of English
Standards may be reviewed on the following sites: www.ncss.org; www.ncte.org
And the Pennsylvania Department of Education Academic Standards at
www.pde.state.pa.us and then click on Academic Standards; these standards will
guide all your planning decisions.

All readings are listed in “Topics for Discussion” under Class Discussion of the
syllabus.
### Course Objectives and Student Assessments:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Unit</th>
<th>PDE</th>
<th>SPA</th>
<th>Assessments</th>
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</thead>
<tbody>
<tr>
<td>Identify at least four rationales for the teaching of Social Studies and Language Arts for a diverse population and evaluate the rationales based on standards.</td>
<td>S-1, S2, D2</td>
<td>I.A</td>
<td>I.C</td>
<td>Assessments: Thematic Unit Portfolio, group tasks</td>
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<td>Design developmentally appropriate lesson plans in the language arts and social studies elementary curriculum that incorporate performance-based standards.</td>
<td>S-1, S-2, D1</td>
<td>I.A</td>
<td>I.F</td>
<td>Assessments: Lesson plans, observations, learning center</td>
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<tr>
<td>Explain the social studies curriculum and approaches to teaching Social Studies and Language Arts using requisite state standards.</td>
<td>S1, D1</td>
<td>I.B</td>
<td>I.C</td>
<td>Assessments: Lesson plans, implementation of lesson, article review, field trip, authentic assessment tools</td>
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<tr>
<td>Investigate and evaluate methods and instruction materials related to teaching language arts: oral/written composition, grammar, listening, reading, speaking, spelling, viewing and visually representing</td>
<td>S1, D3</td>
<td>I.C</td>
<td>I.G</td>
<td>Assessments: Language Arts/Social Studies tools, Thematic Unit Portfolios, learning center, Field Trip Assignment</td>
</tr>
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<td>Identify how to target special needs children and multicultural populations in the classroom and create lessons which incorporate provisions for their needs</td>
<td>S1, D3</td>
<td>I.B</td>
<td>I.A</td>
<td>Assessments: Lesson plans, Thematic Unit Portfolios, lesson implementation, article review, learning center</td>
</tr>
<tr>
<td>Develop creative teaching lessons and an interdisciplinary thematic unit that focuses on one social studies theme and the six modes of language arts</td>
<td>S1, S3, D2, D3</td>
<td>I.G</td>
<td>I.F</td>
<td>Assessments: Lesson plans, lesson implementation, Thematic Unit Portfolios</td>
</tr>
<tr>
<td><strong>Evaluate and integrate technology in the instructional strategies to enhance student learning: use of Internet, Blackboard, software, and power point.</strong></td>
<td>S2, S4, D1, D4</td>
<td>II.A II.C</td>
<td>2.8 3.1,4,5</td>
<td>Group tasks, Lesson plans, lesson implementation, Thematic Unit Portfolio, learning center</td>
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<td><strong>Identify appropriate guidelines for engaging students in group work and integrate group work strategies into lessons.</strong></td>
<td>S3, S4, D2, D3</td>
<td>II.D III.A</td>
<td>3.1,2,4,5</td>
<td>Article reviews, class participation, lesson plans and lesson implementation, Thematic Unit Portfolios, learning center</td>
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<td><strong>Discuss a variety of ways to assess and evaluate student learning and construct at least two alternative assessment tools to apply in the classroom.</strong></td>
<td>S1, S2, D1,D3</td>
<td>II.B</td>
<td>2.8, 3.1,4 5.2</td>
<td>Unit plans, lesson plans, lesson implementation, assessment tools, learning center</td>
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<td><strong>Identify meaningful ways in which parental involvement can occur in Social Studies/Language Arts classrooms.</strong></td>
<td>S1, S3 D3,4</td>
<td>III.C III.D</td>
<td>3.2 5.3,4</td>
<td>Thematic Unit Portfolio, learning center, Field Trip Assignments</td>
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**Dispositions:**
Student dispositions are monitored in each course. Students are advised to review the Professional Dispositions Policy outlined in the Education Department Student Handbook. ([http://academic.scranton.edu/department/education/handbooks.html](http://academic.scranton.edu/department/education/handbooks.html))

**ADA Statement:**
It is the student’s responsibility to apply for accommodations under the Americans with Disabilities Act (ADA). Students with disabilities, either permanent or temporary, or any other special circumstances which might affect their ability to perform in this class are strongly advised to notify the Office of Equity and Diversity, AMH 126, at 941-6645 to facilitate accommodations.
Course Requirements/Expectations:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance and participation</td>
<td>5%</td>
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<tr>
<td>Social Studies/Language Arts Standards Project</td>
<td>5%</td>
</tr>
<tr>
<td>Social Studies Themes and Six Modes of Language Arts-Making Connections with two tasks one of which will focus on sustainability</td>
<td>5%</td>
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<tr>
<td>Social Studies/ Language Arts Tools</td>
<td>5%</td>
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<tr>
<td>Field Trip Assignments Coal Mine Tour</td>
<td>15%</td>
</tr>
<tr>
<td>Thematic Unit Portfolio (table of contents, introduction, rationale, concept web, standards)</td>
<td>10%</td>
</tr>
<tr>
<td>Design and Write Three Lesson Plans</td>
<td>15%</td>
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<tr>
<td>Learning Center</td>
<td>10%</td>
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<tr>
<td>One Group Lesson Implementation</td>
<td>10%</td>
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<tr>
<td>One Individual Micro-teach Lesson Implementation</td>
<td>10%</td>
</tr>
<tr>
<td>Article Review on Assessment Tools</td>
<td>10%</td>
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</tbody>
</table>

Attendance and Participation in Class: Students will be expected to participate on tasks presented in class by participating, questioning, commenting, collaborating and contributing ideas with a professional attitude. Attendance is required. Points will be added or deducted from course grade point average based on attendance and participation. You are responsible for all materials covered in class even if you were absent.

Assignments:

Developing awareness and an appreciation of the multicultural dimensions of contemporary society is a theme which is woven throughout this course. Consequently, multicultural awareness is a theme which permeates each of the course requirements.

During the first three weeks of the course, a list of language arts/social studies themes will be presented in the classroom. Students will be assigned a theme and a group. There will be no more than five students in any group. The theme will be the group’s singular focus throughout this course. It will be your group’s responsibility to develop a thorough understanding of this theme and to share what you are learning with your peers in this class. It is the expectation of this instructor that you will utilize this theme in all of your written assignments and progressively deepen your expertise in the interdisciplinary approach to lesson planning, instruction, and assessment, within the larger context of integrated language arts/social studies course.

Social Studies and Language Arts Standards: In small groups, students will investigate the national and state standards using the appropriate Web Sites. Each group will make a brief ten (10) minute presentation in class demonstrating how the standards are integrated to target the expectations of an elementary grade of choice. (Sustainability websites + The Green Belt Movement)

Due Week 2

5%
Social Studies Themes and Six Modes of Language Arts – Making Connections with two tasks: In small groups, students will work collaboratively to explore the six modes of language arts and social studies themes. Each group is responsible for designing and presenting to the class, two integrated Social Studies/Language Arts tasks. The group will select a grade level and a theme (e.g. 1st grade “family”, 2nd grade “communities”, 6th grade “sustainability”) while making meaningful connections to NCSS and NCTE standards.

The following criteria should be followed:
1. include active participation
2. articulate a clear explanation of social studies theme and grade level
3. include at least two tasks and relevant children’s literature texts that enhance the modes of language arts

Due Week 3 5%

Field Trip Activities: In an effort to integrate global education (interconnectedness and interdependence) as an intentional approach to global awareness and geographic literacy, an experiential learning component is integrated in these assignments. Each group will design an educational activity that will culminate in an educational trip (The Lackawanna Coal Mine). The following developmentally appropriate, book experience criteria should be followed:

1. A learning visual (KWL chart, Venn diagram, concept web, etc.) that taps on historic, geographic, economic, political, and social strands of the chapter book as they relate to the local situation (Lackawanna Coalmine and country of study)
2. Comprehension questions and process writing (postcard), (appropriate children’s literature for a chosen grade level))
3. A home-school connection letter requesting permission to go on the field trips and to take photos or video clips of students
4. A written reflection articulating the issue of sustainability both locally and globally based on the field trip and country of study.

Due Week 3 & 5 15%

Social Studies/ Language Arts Tools: Each group will construct and present in class one tool that integrates Social Studies/Language Arts: writing process, storyboard, book boxes strategy, literature diorama, or poem.

Due Week 3 5%

Thematic Unit Portfolio: Each group will develop a one to two-week interdisciplinary thematic unit portfolio focusing on social studies and language arts. An integral part of the unit lessons is the social studies/language arts content integration. Multiculturalism, global awareness, sustainability, and technology components should be weaved through the unit. Identifying a grade of choice, each group should design three lesson plans focusing on the social studies strands (social, political, history, economics, and geography), two other subjects (math, art, science, etc), and include at least four trade
books that enhance the understanding of the social studies theme. The use of authentic props is a desired but not mandatory component of the lesson implementation.

Guidelines: Purchase a three-ring hard covered binder/file. Make dividers or labeled tabs to organize your materials. Make dividers for the following topics: Unit Components – Table of Contents, Introduction, Rationale, National and State Standards, Concept Web, Assessment Strategies, Lesson plans, Resources, Parent Involvement, Technology Resources, Book List – Children’s books, and Teacher Resources Books. This binder will be collected and graded as your Unit Portfolio.

Due last week of classes 25%

**One Group Lesson Implementation:** Each group will develop five lessons based on the five content strands for inclusion in the unit portfolio: history, economics, social, political, geography, and language arts skills. Subject integration (math, science, art, physical education) should be evident in these lessons. Each group will implement one lesson of their choice during a thirty (30) minute micro-teach session followed by peer feedback and self reflection on the lesson. The University of Scranton lesson planning model will be used for all the lessons. One of these lesson plans must include a cooperative learning lesson plan.

10%

**One Individual Micro-teach Lesson Implementation, Peer Evaluation, and Reflection**

Individual students will design and implement an integrated language arts/social studies lesson of their choice during a thirty (30) micro-teach session followed by feedback from two peers and the instructor. The individual presenter will write a self-evaluative, personal reflection of the lesson presentation.

10%

**Peer Evaluations** will be completed by two class members during the presentation and submitted to the instructor.

**Article Review and Assessment Tool:** Each group will construct and hand in one assessment tool based on an article review from a professional journal: teacher observation, check list, and rubric, etc. This tool should also be integrated into one (1) lesson plan when teaching lessons in the classroom.

10%

**Learning Center:** Using a tri-fold poster board, design an interactive Learning Center with four learning tasks connected to the group’s country of study. Directions for the tasks, an assessment plan, and logistical procedures of navigating the Learning Center should be clearly identified.

(10%)

**GRADES:**
The grading scale will be as follows:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 – 95</td>
<td>C+</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 94</td>
<td>C</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89</td>
<td>C-</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86</td>
<td>D+</td>
</tr>
</tbody>
</table>
Bibliography/Expanded Readings:


National and State Standards:
The Pennsylvania Framework for Reading, Writing, Speaking and Listening
Curriculum Standards for National Council of English Teachers
Curriculum Standards for Social Studies, NCSS

http://www.pde.state.pa.us/pde_internet/site/default.asp
http://www.ncss.org
http://www.ncte.org

List of sustainability websites
World bank and International Monetary Fund (IMF) websites

Tentative List: Appropriate On line Hand outs:

Respond to Stories with Stories: Teachers Discuss Multicultural Children’s Literature. The Social Studies, J1./Ag 2001, 92 no4 pp.155-60.
The Why, What and How of Teaching Children Social Skills.
Learning to Teach for Historical Understanding: Pre-service teachers at a Hands On Museum. The Social Studies, J1/Ag 2002, 93 no4, pp. 159-63.

Bibliography


Collaboration to Improve Social Studies Education. National Council for Social Studies (NCSS). Silver Spring, MD.


