

NORTHWESTERN UNIVERSITY
School of Education and Social Policy
Master of Science in Education Program
MSED 412: Elementary Social Studies Methods and Content

Winter 2022

Fridays 1-4pm

Instructor: Stacey Cloud (she/her), stacey.cloud@u.northwestern.edu

Office hours by appointment

Course description

Students in this course will examine, discuss, and analyze interdisciplinary, concept-based, developmentally appropriate social studies curriculum units that are informed by state and professional standards. One objective in studying these curricula will be to foster an understanding and appreciation of the diversity of the members of society and their capacity for citizen action. Students will gain practice creating experiential, constructivist and inquiry-based lessons that demonstrate their understanding of how to sequence, differentiate and assess learning experiences for a wide range of learners and that integrate other subject areas such as the arts, math, science, and literacy.

UNIVERSITY POLICIES

Accommodations for Students with Disabilities

Northwestern University is committed to providing the most accessible learning environment as possible for students with disabilities. Should you anticipate or experience disability-related barriers in the academic setting, please contact AccessibleNU to move forward with the university's established accommodation process (e: accessiblenu@northwestern.edu; p: 847-467-5530). If you already have established accommodations with AccessibleNU, please let me know as soon as possible, so we can work together to implement your disability accommodations. Disability information, including academic accommodations, is confidential under the Family Educational Rights and Privacy Act.

Attendance

Student attendance at every class meeting is expected. Your presence as part of a collaborative learning community is key to your development and the development of your colleagues. If for some reason you must be absent from a class session, you must inform the instructor before your absence. Because of the short number of overall class sessions in the quarter system, missing two class sessions puts your ability to pass the class in jeopardy. Missing three class sessions will result in an automatic grade of "Incomplete" and you will have to retake the class at another time.

Support for Wellness and Mental Health

Northwestern University is committed to supporting the wellness of our students. Student Affairs has multiple resources to support student wellness and mental health. If you are feeling distressed or overwhelmed, please reach out for help. Students can access confidential resources through the Counseling and Psychological Services (CAPS), Religious and Spiritual Life

(RSL) and the Center for Awareness, Response and Education (CARE). Additional information on all of the resources mentioned above can be found here:

<https://www.northwestern.edu/counseling/>

<https://www.northwestern.edu/religious-life/>

<https://www.northwestern.edu/care/>

Academic Integrity

Students in this course are required to comply with the policies found in the booklet, "Academic Integrity at Northwestern University: A Basic Guide". All papers submitted for credit in this course must be submitted electronically unless otherwise instructed by the professor. Your written work may be tested for plagiarized content. For details regarding academic integrity at Northwestern or to download the guide,

visit: <https://www.northwestern.edu/provost/policies/academic-integrity/index.html>

CONCEPTUAL FRAMEWORK FOR TRANSFORMATIVE TEACHING & LEARNING: GUIDING COMMITMENTS

	<p>Northwestern Teacher Education Guiding Commitments as</p> <ul style="list-style-type: none"> • A statement of values about education for dignity, theories of learning as a social, cognitive, ethical, and cultural process, and belief in the power of practices that create culturally sustaining and anti-racist learning environments • Tools for strengthening our cultural life living through Course, “Discipline”, Program, Community • Opportunities to build knowledge, enact practices/ performances, cultivate dispositions
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ILLINOIS PROFESSIONAL TEACHING STANDARDS (2013)

1. Teaching Diverse Students - The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

2. Content Area and Pedagogical Knowledge - The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines,

and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

3. Planning for Differentiated Instruction - The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and Achievement.

4. Learning Environment - The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

5. Instructional Delivery - The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

6. Reading, Writing, and Oral Communication - The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

7. Assessment - The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data and curricular and instructional effectiveness and adjusts practices to meet the needs of each Student.

8. Collaborative Relationships - The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

9. Professionalism, Leadership, and Advocacy - The competent teacher is an ethical and reflective practitioner who exhibits professionalism, provides leadership in the learning community, and advocates for students, parents, or guardians, and the profession.

COURSE EXPECTATIONS

Zoom Etiquette (when applicable)

In order for us to connect as individuals and as a class, be respectful of each other, and engage with each other, we need to be fully present in the best ways we can when we are using our online medium. For this course, that means we'll have cameras on, and use the chat at specified times. Also, while the temptation is strong to multi-task since we'll all be on devices, we'll need to resist this urge and stay focused with each other.

Make-up Assignments for Missed Classes

If you miss a class, or are absent for a significant portion of a class session, you can watch the zoom recording of that session (if applicable) and complete the in-class activities on your own. You'll then submit those to me via email so I can help you learn about what you missed. Unless otherwise indicated, the make-up assignments are due *before* the following week's session.

Classroom Climate

“We can disagree and still love each other unless your disagreement is rooted in my oppression and denial of my humanity and right to exist.” – James Baldwin

In a course designed about teaching social studies in a democratic society (one built through oppressive systems and policies, but one that will rebuild through recognizing the full humanity of each other), we have a compelling responsibility and opportunity to practice the skills and dispositions that we will be focusing on when we teach children. To that end, we will all be respectfully engaging with each other’s knowledge, experiences, beliefs, values, and identities in ways that help us to collaborate with and learn from each other. In the spirit of creating a classroom community in which people can grow, please be mindful of how your class participation affects others. We expect divergent opinions and disagreements. We also expect that we will each tell our own truths, and that those truths be listened to, heard, and valued. Please speak with me at any point if you would like to talk about a particular classroom or group dynamic.

Collaboration

Curriculum and lesson planning in most school settings involves collaboration of varying degrees with other teachers. In preparation for this, there will be opportunities in this course for sharing and collaboration as we analyze and plan interdisciplinary and inquiry based lessons.

Assignment Submissions

Assignments are required to be submitted via google docs or canvas by the start of class on the day they are due, unless otherwise indicated. *Please notify me via email **before** an assignment is due if you need to request an extension.* Feedback will be delayed when work is turned in late and the grade for your assignment may be impacted.

Course Readings & Reading Responses

Readings must be read and responses posted prior to the start of class on the day they are due. All readings will be available online or provided in class.

Communication

Please take advantage of the fact that I will be available for conversations with you about our course or your work. If an issue or question arises or you are struggling in some way, please reach out to me.

EVALUATION**Grading**

Even for aspects that may be completed collaboratively, each student will receive an individual grade. Your overall grade will be a reflection of both your individual and collaborative assignments, as well as your growth over the course of the semester. Due to the cumulative nature of this course, as well as the significant learning curve that students tend to experience, no definitive grades will be given until the end of the quarter. During the quarter if I have significant concerns about your work or participation (that I feel would merit a C or lower), I will

make that clear to you in my feedback. If you feel concerned about your grade at any point or would like to talk with me to get a sense of how I think you're doing, please feel free to reach out to find a time to talk with me about it.

Required Assignments: 70% (detailed assignment sheets will be given for each assignment)

Food Mini-Study

Dempster Trip Preparation and Representation

Reading Responses

Rogovin Curriculum Analysis

Current Events/Complex Topic Lesson Sequence

Attendance and Engagement: 30%

- Coming to class prepared to actively participate in class activities and discussions by having completed the assigned readings and reading responses
- Contributing positively and collaboratively
- Contributing to the inclusive culture of the class by consciously attempting to develop skills in speaking and listening in ways that enables others to hear your ideas and encourages others to speak and share their ideas
- Using zoom (when applicable) in ways that enhance the classroom experience for everyone--cameras on, using the chat appropriately, not multitasking

COURSE OUTLINE **subject to change*

	<i>Topic</i>	<i>Due for this class</i>
Session 1 1/14/22	<i>Introduction to the teaching of social studies as a way of understanding our world</i>	
Session 2 1/21/22	<i>Social studies as the core of an integrated curriculum</i>	<p>Assignment:</p> <ul style="list-style-type: none"> ● Food mini-study <p>Readings: Blumberg, N. (2019). A pantry in a Pilsen health center takes aim at food insecurity. Retrieved Jan 2022, from A Pantry in a Pilsen Health Center Takes Aim at Food Insecurity Chicago News WTTW</p> <p>Hungate, K (2006). <i>How people living in New York City get food</i>. Unpublished course paper,</p>

		Bank Street College of Education.
Session 3 1/28/22 *walking field trip	<i>Out of the classroom and into the world/Ways of collecting and recording data</i>	<p>Assignment:</p> <ul style="list-style-type: none"> • Trip preparation/Reading response <p>Readings: Vascellaro, S. (2011): “Everyone Should Know How to Sew a Button” (Preface & Introduction). In <i>Out of the classroom and into the world</i>. New York: The New Press. Available from Google Books. Retrieved Jan 2022, from https://books.google.com/books?id=ZZtyiLJcwB8C&printsec=frontcover#v=onepage&q&f=false (Pages XV through 4)</p> <p>Keeling, A. (2021). New Bakery Owner Harith Razaa is in the ‘Happiness Business’. <i>Evanston RoundTable</i>. Retrieved Jan 2022, from New Bakery Owner Harith Razaa Is in the ‘Happiness Business’ - Evanston RoundTable</p> <p>The Main-Dempster Mile</p> <p>Lena Kim, nicelena & friends - Gifts n Collectibles Jew...</p>
Session 4 2/4/22	<i>Continuation of ways of collecting and recording data: People as resources</i>	<p>Assignment:</p> <ul style="list-style-type: none"> • Trip representation (& bring trip sheets) • Reading response <p>“Readings”: Chimamanda Ngozi Adichie: The danger of a single story TED Talk</p> <p>Rogovin curriculum video</p>
Session 5 2/11/22	<i>Historical thinking matters</i>	<p>Assignment: Rogovin curriculum analysis (& second viewing of Rogovin curriculum video)</p>
Session 6 2/18/22	<i>Talking with children about current events and complex topics, part 1</i>	<p>Assignment: Reading response</p> <p>Readings:</p>

		<p>Edstrom, L. (2003). <i>“Building up”</i>: Block play after September 11. Occasional Papers Series, 11, New York: Bank Street College of Education. Retrieved Jan 2022 from "Building Up": Block Play After September 11</p> <p>Sylvester, P. (1994). Elementary school curricula and urban transformation. <i>Harvard Educational Review</i>, 64, 309-331.</p>
<p>Session 7 2/25/22</p>	<p><i>Talking with children about current events and complex topics, part 2</i></p>	<p>Assignment: Reading response</p> <p>Reading: Franklin, C. (2003). <i>Curriculum drama: Using imagination and inquiry in a middle school social studies classroom</i>. Occasional Papers Series, 10, New York: Bank Street College of Education. Retrieved Jan 2022 from Curriculum Drama: Using Imagination and Inquiry in a Middle School Social Studies Classroom</p> <p>Bacal, J. (2002). <i>“We’re studying you”</i>: Dilemmas in, and approaches to social studies curriculum about “other” cultures. Masters thesis. New York: Bank Street College of Education. Retrieved Jan 2022 from https://educate.bankstreet.edu/cgi/viewcontent.cgi?article=1155&context=independent-studies (Read pages 2-12)</p> <p>Bolgatz, J. (2005) Revolutionary talk: Elementary teacher and students discuss race in a social studies class. <i>The Social Studies</i>, 96, 259-264.</p>
<p>Session 8 3/4/22</p>	<p><i>Pulling it all together</i></p>	<p><i>To be assigned</i></p>
<p>Session 9 3/11/22</p>	<p><i>Sharing and reflecting</i></p>	<p>Assignment: Current events/complex topic lesson sequence</p>