

EDUC 618 - 2014

The Rev. Dale C. Hathaway

<2014-01-08 Wed>

Elementary Social Studies Methods
The Rev. Dale C. Hathaway



Chaminade University

O F H O N O L U L U

Instructor	The Rev. Dale C. Hathaway
Semester/Year	Winter 2014
Course Title	Elem. Social Studies Methods
Class Location	Online

Instructor's Office:	Brogan Hall 128
Office Hours	Tue and Thur 11:30-12:20 Mon Wed and Fri 10:30-11:30 I am very happy to see you at other times. Please email me to make an appointment.
Office Location	Brogan 128
Contact Information	Office: 808-440-4215

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Course information

Catalog Course Description:

Focuses on strategies and methods for teaching social studies in the K-6 classroom. Three primary standards are addressed: (a) Change, continuity, and causality; (b) Inquiry, empathy, and perspective; and (c) Historical content. Requires *Observation and Participation*

Textbook

Ellis, Arthur K. (©2010) *Teaching and Learning Elementary Social Studies, 9/E*, Pearson. ISBN-10: 0137039492 • ISBN-13: 9780137039494

Web Resources

Below are several links that may be helpful to you.

- eCollege: <http://chaminade.college.com/>
- LiveText: <https://college.livetext.com>
- APA Resource: <http://owl.english.purdue.edu/owl/resource/560/01/>
- Framework for 21st Century Learning: <http://www.p21.org/>
- HI-DOE Standards Toolkit: <http://standardstoolkit.k12.hi.us/index.html>
- Common Core Standards: <http://www.corestandards.org/>

O&P

Five (5) hours in an elementary classroom setting (social studies).

Core Academic Beliefs

The faculty of Chaminade University of Honolulu pledges our commitment to the five Core Academic Beliefs. These beliefs are grounded in the Marianist tradition. We pledge to you:

- An Education for formation in Faith

- An Integral and Quality Education
- An Education in the Family Spirit
- An Education for Service, Peace and Justice
- An Education for the Adaptation and Change.

Conceptual Framework:

The Education Division's Conceptual Framework is based upon a set of beliefs that flow from the University's vision and mission statements, the Division's vision and mission statements, and the core academic beliefs of Chaminade University. These values and beliefs are based on the Catholic Marianist principles;

- a commitment to mentor teacher and educational leader candidates to their fullest potential;
- a commitment to teaching, scholarship and research;
- and a commitment to serve the university and the larger community.

This alignment is designed to prepare education professionals who meet the *National Council for Accreditation of Teacher Education* (NCATE) standards for effective teaching by demonstrating professional dispositions and empathy, content knowledge, and the pedagogical/leadership skills to work effectively work with a diverse community of learners.

Program Learning Outcomes

Successful teacher candidates in Chaminade initial teacher licensure programs will demonstrate knowledge, skills, and dispositions in the following areas:

1. Program Learning Outcome 1: **Content Knowledge** (Knowledge of subject matter such as reading/language arts, mathematics, social sciences, science, visual arts, musical arts, and kinesthetic arts).
2. Program Learning Outcome 2: **Developmentally Appropriate Practice** (Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning).
3. Program Learning Outcome 3: **Pedagogical Content Knowledge** (Knowledge of how to teach subject matter to students and application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner).
4. Program Learning Outcome 4: **Educational Technology** (Knowledge of and application of appropriate technology for student learning).
5. Program Learning Outcome 5: **Assessment for Learning** (Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning).
6. Program Learning Outcome 6: **Diversity** (Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments).
7. Program Learning Outcome 7: **Focus on Student Learning** (Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology).

8. Program Learning Outcome 8: **Professional & Ethical Dispositions and Communication:** (Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues).

Course Learning Outcomes (CLOs)

The student will

1. be able to identify, access, and evaluate social studies content area specific instructional resources used for planning and implementation in the classroom (i.e. geography, economics, etc.).
2. will understand and be familiar with national and state standards in social studies.
3. plan and implement social studies lessons that consider differences in learning abilities/styles, gender, ethnic, cultural, and socioeconomic status and the need to understand and respect these differences.
4. Investigate selected educational theories, issues, concepts, and learning paradigms, and the implications these have for approaches to curriculum development and teaching in social studies
5. demonstrate knowledge of instructional technology to assist acquisition of social studies content.
6. will self assess their own effectiveness as a teacher and will demonstrate an awareness of multiple different assessment strategies.

PLO/CLO Alignment

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
CLO 1	X	X					X	
CLO 2	X	X	X			X	X	
CLO 3	X						X	
CLO 4			X			X		X
CLO 5				X				
CLO 6					X			

Big Ideas

The Five Big Ideas of Social Studies

Social Studies standards are organized around five "Big Ideas" that are important to the discipline of social studies. These big ideas are conceptual organizers that remain the same for each grade level.

- Government and Civics
<http://ntisocialstudies.wikispaces.com/Government+and+Civics>
- Cultures and Societies
<http://ntisocialstudies.wikispaces.com/Cultures+and+Societies>
- Economics <http://ntisocialstudies.wikispaces.com/Economics>
- Geography <http://ntisocialstudies.wikispaces.com/Geography>
- Historical Perspective <http://ntisocialstudies.wikispaces.com/Historical+Perspective>
<http://www.coedu.usf.edu/main/departments/seced/Propel/PROPELSSE/PropelSSEBigIdeas.htm>

Essential Questions

1. History and Culture: What is a community? How are rural, suburban, and urban communities alike and how are they different? What type of community is our own community?
2. Needs and Economics: What needs and wants are common to all communities? How are rural, suburban, and urban communities interdependent?
3. Civics: What are the roles and responsibilities of people that live in a community? How do citizens in a community work together to solve problems? What do children need to know to be active citizens? For citizenship education to be effective, teachers must lead students beyond information to meaningful experiences.
4. Geography: What are the tools of geography? What are the basic themes of geography?

PLO/CLO Alignment

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
CLO 1	X	X					X	
CLO 2	X	X	X			X	X	
CLO 3	X						X	
CLO 4			X			X		X
CLO 5				X				

Course Requirements

Assignments

Quizzes

Discussion Threads

Classroom discussion and participation

Written assignments

Individual presentations

Midterm

Final Assignment

Your final assignment (signature assignment) will be a mini-unit plan consisting of 3 or more lessons. This will be submitted in LiveText and the rubrics and templates can be found there.

O & P

As part of this social studies methods course you are required to complete six (6) hours of observation and participation in an elementary classroom setting. These O&P hours must be completed prior to the final day of instruction for this ED 325 course.

O and P

5 hours of O&P

Paperwork

All paperwork associated with the O&P experience must be turned in on time and to the appropriate person, as directed by the Field Services Director.

Reflective journal

Keep a reflective journal of your O&P experiences. This should not be simply descriptive; make connections to what you are learning in your education courses. Turn this journal in to the appropriate Dropbox.

Log

Download the file "o-and-p-assignment-618.docx" from Doc Sharing. Choose 2 of the 4 assignments and follow the directions.

Assessment and Grading

Grading Scale:

GRADE	PERCENTAGE
A	90 or >
B	80 – 89
C	70 – 79
D	60 – 69
F	Below 60

The grades will be weighted as follows:

Discussions (10)	20
O & P	20
Writing	20
Quizzes (5)	20
Signature Assignment	20
	100

Course Ground Rules

A reiteration and emphasis of certain rules and course expectations. For example: participation is required; expected to communicate with other students in team projects; learn how to navigate in eCollege; keep abreast of course announcement.; use the assigned college or university e-mail address as opposed a personal e-mail address; address technical problems immediately; observe course netiquette at all times.

Discussion groups

Students must actively participate in threaded discussion events. No credit will be given for participating in a discussion thread after it has closed. Each student will be expected to respond to at least **two** other students in any single discussion. Students are expected to communicate with the instructor as a learning resource. Students must check the course bulletin board frequently for announcements.

- Review the discussion threads thoroughly before entering the discussion.
- Try to maintain threads by using the "Reply" button rather starting a new topic.
- Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of other's ideas.
- Be patient and read the comments of others thoroughly before entering your remarks.
- Be cooperative with group leaders in completing assigned tasks.
- Be positive and constructive in group discussions.
- Respond in a thoughtful and timely manner.

Discussion group rubric

		Exceeds	Meets	Falls Below Expectations
On topic	(2, 25%)	Central message is compelling and is consistent with the assigned	Central message is consistent with the assigned	Message is for the most part off-topic.

		Exceeds	Meets	Falls Below Expectations
		reading material.	reading material.	
Depth of discussion	(2, 25%)	Specific position takes into account the complexities of an issue.	Specific position acknowledges different sides of an issue.	Specific position may be stated, but is simplistic and obvious.
Reflection	(2, 25%)	Strong connections are made between the readings and the writer's educational setting.	Some connections are made between the readings and the writer's educational setting.	Writing is a summary of the reading, with no connections to the writer's educational setting.
Sources	(1, 12%)	There are clear references to the readings with supporting material outside the assigned readings. Sources are cited.	There are clear references to the readings.	There are no clear references to the readings or other outside sources.
Written communication	(1, 12%)	Work is written in a scholarly voice, with no errors.	There are few errors in spelling and grammar	There are several errors in spelling,

Reflection paper rubric

		Exceeds	Meets	Falls Below Expectations
On topic	(2, 25%)	Central message is compelling and is consistent with the assigned reading material.	Central message is consistent with the assigned reading material.	Message is for the most part off-topic.
Depth of discussion	(2, 25%)	Specific position takes into account the	Specific position acknowledges different sides of	Specific position may be stated, but is simplistic

		Exceeds	Meets	Falls Below Expectations
		complexities of an issue.	an issue.	and obvious.
Reflection	(2, 25%)	Strong connections are made between the readings and the writer's educational setting.	Some connections are made between the readings and the writer's educational setting.	Writing is a summary of the reading, with no connections to the writer's educational setting.
Sources	(1, 12%)	There are clear references to the readings with supporting material outside the assigned readings. Sources are cited correctly and reference list is in APA style	There are clear references to the readings. There are a few errors in APA style for citations and references.	There are no clear references to the readings or other outside sources.
Written communication	(1, 12%)	Paper is written in a scholarly voice, with no errors.	Work is well-organized and complete. There are few errors in spelling and grammar	Work is poorly organized. There are several errors in spelling, grammar, and word use.

Academic Honesty:

All university policies regarding academic honesty apply to this class. Cheating and plagiarism will result in an automatic failing grade and immediate notification of the Academic Dean or appropriate Department Head. Plagiarism includes (but is not limited to) writing a paper, which includes information, statistics, passages or quotes from another source without properly identifying the source. This is a serious offense. If you are unsure about what plagiarism is, please consult your instructor OR any faculty member OR a university librarian.

Email:

- Use the Chaminade email account provided.
- Always include a subject line.
- Remember without facial expressions some comments may be taken the wrong way. Be

careful in wording your emails. Use of emoticons might be helpful in some cases.

- Use standard fonts.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.

Other important information

Library

There is a considerable wealth of valuable information, tutorials, and guides available at the Chaminade library which can be accessed at <http://www.chaminade.edu/library/>.

Students With Disabilities

It is the student's responsibility to self identify with the Director of Personal Counseling in order to receive accommodations. Only those students with appropriate documentation will receive services. For further information contact the **Director of Personal Counseling** at (808) 739-4603 or email: jyasuhar@chaminade.edu.

Technical Support

There are various levels of help available to us. The Chaminade eCollege helpdesk is available at: helpdesk@chaminade.college.com, or call toll free at: (866) 647-0654. eCollege Account Support Call 808-739-8327.

Core Academic Beliefs

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Netiquette for Online Activities

- Be polite and respectful of one another.
- Avoid personal attacks. Keep dialogue friendly and supportive, even when you disagree or wish to present a controversial idea or response.
- Be careful with the use of humor and sarcasm. Emotion is difficult to sense through text.
- Be helpful and share your expertise. Foster community communication and collaboration.
- Contribute constructively and completely to each discussion. Add value in your comments. Avoid short, repetitive "I agree" responses.

- Consider carefully what you write. Re-read all e-mail and discussion before sending or posting. Remember that e-mail is considered a permanent record that may be forwarded to others.
- Be brief and succinct. Don't use up other people's time or bandwidth.
- Use descriptive subject headings for each e-mail message.
- Respect privacy. Don't forward a personal message without permission.
- Cite references. Include web addresses, authors, names of articles, etc.
- Keep responses professional and educational. Do not advertise or send chain letters.
- Do not send large attachments unless you have been requested to do so or have permission from all parties.

Calendar

Winter 2014 Term:	January 13- March 26, 2014
First day of class	January 13, 2014
Last day to add/drop	January 21, 2014
Last day of class	March 26, 2014

Reading Schedule

Modules	Overview	Reading
1/13/14	Introductions	Ch. 1, 12
1/20/14	Citizenship	Ch. 2
1/27/14	Standards	Ch. 5
2/3/14	Diversity	Ch. 3
2/10/14	Planning	Ch. 6
2/17/14	Strategies, Learning styles	Ch. 7
2/24/14	Inquiry and Problem solving	Ch. 9
3/3/14	Geography	Ch. 10, 11
3/10/14	Assessment	Ch. 8
3/17/14	Social Studies and Literacy	Ch. 13
