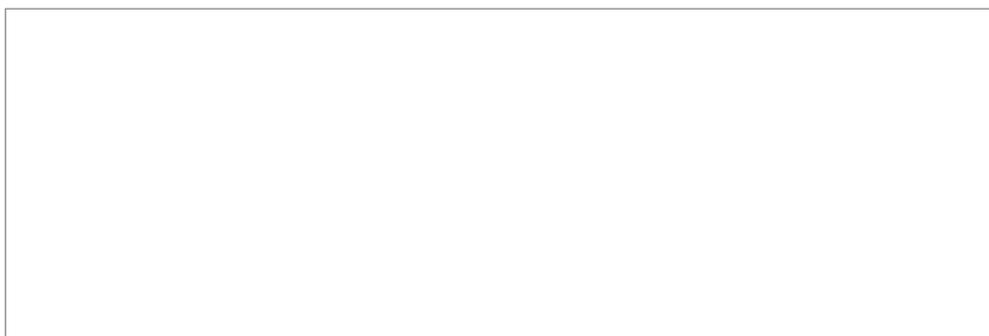


ED 325 - 2014

The Rev. Dale C. Hathaway

Elementary Social Studies Methods
The Rev. Dale C. Hathaway



Instructor	The Rev. Dale C. Hathaway
Semester/Year	Winter 2014
Course Title	Elem. Social Studies Methods
Class Day/Time	Tue / Thur 10:00-11:20
Class Location	Brogan Hall, 102

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
Email:	dale.hathaway@chaminade.edu

Course information

Course Description (325)

This course focuses on the best methods of instruction in the elementary grade social studies, i.e. in history, geography, cultural anthropology, political science/civics and

economics. The course will familiarize the student with the required social studies content as outlined in the Hawaii State Standards. This is primarily a methods course, but attention will be paid to mastery of the content areas as well. *Required: 6 hours of O&P Prerequisites: Pass Praxis I, ED 220, ED 221*

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.ecollege.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

Six (6) 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?

Course Requirements

Assignments

- Quizzes
- Discussion Threads
- Classroom discussion and participation
- Written assignments
- Individual presentations
- Midterm
- 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.
- 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 Threads	10
Class Participation & Homework	10
O & P	20
Presentations	10
Quizzes (8)	20
Signature Assignment	20
Final Exam	10
	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

When assigned, 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.

- 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 and 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 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, grammar

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.

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.

Behavioral Course Requirements:

Attendance

Class participation is a crucial part of this course; therefore, attendance is mandatory. Every five unexcused absences will lower your final grade by one letter. In order for an absence to be considered excused, you must provide appropriate documentation. Missing class for medical reasons requires a written verification from a doctor. Every four tardies counts as an unexcused absence. For all absences, students are responsible for making up missed work

Emergencies: If an emergency (i.e. medical, family or transportation) prevents a student from attending a class they must contact the instructor before the class meeting time.

Plagiarism

Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgment of the source of a text is always mandatory.
2. Paraphrasing the work of another without proper author acknowledgment.
3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

In the cases of alleged academic dishonesty (such as plagiarism, cheating, claiming work not done by the student, or lying) where a faculty member observes or discovers the dishonesty, the faculty members may choose to confront the student and handle the matter between the faculty member and the student, or the faculty member may choose to refer the incident to the Dean or Graduate Program Director. (If the Dean or the Director is the instructor in question, the concern should be directed to the Provost; if the Provost is the instructor in question, the concern should be directed to the President.) If the faculty member chooses to confront the situation and it is not satisfactorily resolved between the faculty member and the student, the matter may then be referred or appealed to the Dean or Director.

In either case, the Dean or Graduate Program Director may choose to resolve the matter through a meeting with both the student and the faculty member, or refer the matter to the Provost. The findings, in either case, are final.

Incomplete

An incomplete (I) may be given to a student who did not complete a portion of the work or final examination due to circumstances beyond the student's control. The incomplete contract must be signed by the student and the instructor. The work must be completed in 90 days or the incomplete will revert to the grade that the student would have earned. This grade and the date the work is due will be specified on the incomplete contract.

Please refer to your Student Handbook, General Catalog, and the Education Division Policy Manual for other important institutional and academic policies including more detail information regarding Plagiarism, Classroom department, Freedom of Expression, Add/Drop, Disabilities, and others.

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.

Other

Electronics: Neither phones or any other communication devices are to be used during class time. They must be stowed away in pocket or purse once class begins.

Calendar

	Readings	ED 325: Elementary Social Studies 2014	Notes	Selected Assignments
Mon, 13-Jan-2014	Ch. 1	Course Overview; Social Studies Education: Definitions and Rationale		
Mon, 20-Jan-2014	Ch.2	Children in a Democracy		
Mon, 27-Jan-2014	Ch.3	Social Studies and Diversity in America		
Mon, 03-Feb-2014	Ch. 11	Exploring Our Geographic World;	No class Thurs	Ecollege
Mon, 10-Feb-2014	Ch. 12	<i>Making History Come Alive</i>	No class Thurs	Ecollege
Mon, 17-Feb-2014	Ch. 11-12 cont.	<i>Midterm re. what is social studies</i>		
Mon, 24-Feb-2014	Ch. 13	Social Studies and the Literacy Connection		
Mon, 03-Mar-2014	Ch.4	Setting and Achieving Standards Social Studies		

	Readings	ED 325: Elementary Social Studies 2014	Notes	Selected Assignments
Mon, 10-Mar-2014	Ch.5	Standards Three Ways to Center the Social Studies Curriculum		
Mon, 17-Mar-2014	Ch.6	Planning for Social Studies Teaching and Learning		
Mon, 24-Mar-2014	Spring recess			
Mon, 31-Mar-2014	Ch.7	Successful Strategies for Social Studies Teaching and Learning		
Mon, 07-Apr-2014	(UbD)		No class	Ecollege
Mon, 14-Apr-2014	Ch.8	Assessing Social Studies Learning	Holy week, Fri no class	O & P reports due
Mon, 21-Apr-2014	Ch.9	Inquiry- Discovery, and Problem Solving: Children as Researchers		Lesson Plans
Mon, 28-Apr-2014	Ch. 10	Social Studies and the Integrated Curriculum		Lesson Plans
	Ch. 14	Epilogue: Keys to Where We've Been		
Mon, 05-May-2014	Exams begin	Unit Plans due in LiveText		