



ED 325
Elementary Social Studies Methods
Spring 2018
3 Credits

Instructor: Scott Wylie
Email: scott.wylie@chaminade.edu
Phone: (808) 440-4268

Office Hours: Tuesday, 4:00-6:00p
Office Location: Brogan Hall 115

Required Texts:

Black Ants and Buddhists: Thinking Critically and Teaching Differently in the Primary Grades by Mary Cowhey (ISBN: 978-1571104182)

Civic Education in the Elementary Grades: Promoting Student Engagement in an Era of Accountability by Dana Mitra and Stephanie Serriere (ISBN: 978-0807756348)

Course Catalog Description:

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 Hawai'i State Standards. This is primarily a methods course, but attention will be paid to mastery of the content areas as well. Six hours of O&P are required.

Essential Questions:

1. What is the purpose of social studies education at the elementary level?
2. What does engaged citizenship look like in the elementary classroom?
3. How can elementary social studies teachers embrace the ideal of social justice in their pedagogy?

Mission Statement:

The mission of the education division is to foster the education of teachers and leaders in education through programs based in the liberal arts tradition, Catholic Marianist's values, current research, and best practices.

Marianist Values:

1. Educate for Formation in Faith
2. Provide an Integral Quality Education
3. Educate in Family Spirit
4. Educate for Service, Justice, and Peace
5. Educate for Adaptation and Change

WASC Core Competencies:

1. Written Communication
2. Oral Communication
3. Quantitative reasoning
4. Critical Thinking
5. Information Literacy

Program Learning Outcomes (PLOs):

1	Knowledge of subject matter such as reading/language arts, mathematics, social sciences, science, visual arts, musical arts, and kinesthetic arts. (Content Knowledge)
2	Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning. (Developmentally Appropriate Practice)
3	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. (Pedagogical Content Knowledge)
4	Knowledge of and application of appropriate technology for student learning. (Educational Technology)
5	Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning. (Assessment for Learning)
6	Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments. (Diversity)
7	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. (Focus on Student Learning)
8	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. (Professional & Ethical Dispositions and Communication)

Course Learning Outcomes (CLOs):

1	Define social studies education and explain its role in the K-6 curriculum.
2	Design cross-curricular, thematic lessons infused with social studies themes.
3	Develop a pedagogical vision grounded in social justice education that could be implemented in an elementary classroom.
4	Articulate strategies to help students make informed decisions as citizens of a culturally diverse, democratic society and interdependent world.

Alignment of Learning Outcomes:

	CLO 1	CLO 2	CLO 3	CLO 4
Essential Questions	1	2	2, 3	2, 3
Marianist Values	2, 4	2, 4	2, 4	2, 4, 5
WASC Core Competencies	1, 4	1, 4	1, 4	1, 4
Program Learning Outcomes	3	3, 7	3, 7	3, 7, 8

Course Requirements:

Readings

Readings will be assigned each week to frame our discussion in class. It is vital that the deadlines are followed so that there is genuine class discussion and an opportunity for peer review and learning. The readings will come primarily from the assigned course texts; however, there will be occasions in which additional readings will be required.

Assignments

Students will participate in class discussions each week based on the assigned readings, and complete various assignments throughout the course. The specifics of these assignments are outlined on the following pages.

Collegiality & Professionalism

We will create an open environment where diverse opinions, viewpoints, and perspectives are appreciated and respected. As we perfect the art of teaching, we should be conscious of the fact that our craft can (and should) be approached from multiple perspectives.

Course Communication

Email is the best way to reach me with questions about course assignments or policies. I will answer all emails by the next school day (usually within 24 hours, though weekends may take longer).

Grading:

Assignments should be turned in on the due date noted in the syllabus or otherwise indicated in class; late assignments will impact your grade in the course. Letter grades for the course will be determined by the following formula:

Tuesday Entry Tickets
Thursday Current Events

110 Points
110 Points

O&P Reflection Paper	50 Points
Social Studies Book Review	100 Points
Current Events Mind Map	100 Points
Lesson Concept	100 Points
Total:	570 Points

Letter grades are defined as follows:

A (570-513 points)	B (512-456 points)	C (455-399 points)	F (398-0 points)
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Note: Education majors need to earn a grade of "B" or better.

Tuesday Entry Tickets

You will participate in class discussions every week. These discussions are the central component of the course and participation is required. To prepare for these discussions, you will complete entry ticket assignments before class. The purpose is not to prove that you have completed the reading and they are not simple summarization exercises to earn course credit. Instead, the discussion boards are our gateway to a community of scholars. They are a space to explore the texts, to ask questions, to challenge assumptions – ultimately, they are a place to grow as learners and as teachers.

Your response to each prompt is due by 2:30pm every Thursday. The responses should be a minimum of 250 words, cite the assigned texts (including page numbers), and be free of spelling and grammatical errors. A rubric for this assignment can be found on Canvas.

IMPORTANT NOTE ON LATE ENTRY TICKETS:

The success of the course rests on the quality of our class discussions. Without time to read and contemplate these readings, our shared classroom community (and the possibilities for learning therein) will suffer. *As a result, late entry tickets will receive at most 50% credit. Entry tickets that are more than one week late will receive no credit.*

Thursday Current Events

Over the course of this semester we will spend a significant amount of time studying and discussing current political events at the national level. Each week you will have a current events assignment that relates to something in the news that week. Often, this assignment will include updating your current events mind map that will be turned in at the end of the semester (see below). Details for these weekly assignments will be announced in class and posted on Canvas.

IMPORTANT NOTE ON LATE CURRENT EVENTS ASSIGNMENTS:

By definition, current events are "current". Therefore, students must keep up with these assignments or the learning opportunity is lost. *As a result, late current*

events assignments will receive at most 50% credit. Current events assignments that are more than one week late will receive no credit.

O&P Reflection Paper

This semester you are expected to complete a minimum of 6 hours of O&P (either in your own classroom or another teacher's classroom). Remember, O&P stands for Observation **and Participation**. So, don't just sit in the back of the room watching, get involved! Ask your cooperating teacher what you can do to help. The extent to which you will be able to participate will vary by school, so I'm not going to be prescriptive in this assignment. However you can participate works for me, as long as you are participating!

Based on your time in the classroom, you will write a 300-word reflection describing a key moment or observation related to the concepts presented in this course. Your reflection must relate to, draw upon, and reference the assigned readings from the course. O&P reflections will be graded according to the rubric in the syllabus.

Social Studies Book Review

In this assignment you will be creating a book review based on the requirements for the educational journal, *Social Studies and the Young Learner*. You are strongly encouraged to use the feedback they receive on this assignment to polish their review and submit for publication! Submitting your review to the journal is not required for this assignment, but you will have already done the work, so why not share your great ideas with elementary social studies teachers across the United States!

A book review briefly explains how you used a book or a set of books to teach one social studies activity to students in a K-6 grade (e.g. to teaching about families, wants and needs, a figure in U.S. history, or different cultures around the world). Your book review should be between 600-800 words in length. **(Note: You cannot use one of the books discussed in Week 5.)**

Here are some guidelines about what to include:

- Share specific details on how you would use the book (e.g. read aloud, group study, comparison and sourcing);
- Describe the social studies content of the lesson; explain how the book would be integrated with any other disciplines
- Cite other texts or resources you may have used during the lesson or in preparation (e.g. websites, videos, maps, background reading for teachers)
- Include any handout for students that you created to be used in the lesson;

- Employ books published within the last ten years or a classic/award winning title that has stayed in print. Consider especially books included in the following:
 - Notable Social Studies Trade Books (www.socialstudies.org/resources/notable)
 - Carter G. Woodson Book Award Winners (www.socialstudies.org/awards/woodson).

Additional Considerations:

- Include bibliographic information (title, author, publisher, date of publication), Lexile level, the major theme(s) of the book, and any awards the book has received (such as a Notable Social Studies Trade Book listing)
- Specify the grade or developmental level of this lesson
- Assume that the teacher may have only one copy of the book, and may be able to photocopy only two or three pages of the book for handing out to students (per allowable educational use under copyright laws). Do not assume, in your lesson plan, that readers will be able to purchase classroom copies of the book (e.g., one for each of 25 students)

Please upload your book review to Canvas before the due date. Pay close attention to the rubric in order to earn full credit on your work. If you decide to submit your book review for publication, additional details can be found at <https://www.socialstudies.org/publications/ssyl> by clicking on the "Children's Literature" tab.

Current Events Mind Map

Part I

Finalize the current events mind map you have created over the course of the semester. *Note: Details for the minimum requirements regarding the number of issues, individuals, and connections will be provided in class prior to Week 12.*

Provide a link to your final Prezi that is accessible by your professor.

Part II

Write a 500-word essay describing what you learned from completing this current events project. You could choose to focus on an individual issue that you found especially interesting, or discuss the entire project at a high level. What did you learn about politics at the national level? What was confusing before this course that now makes sense? Or, what did you think you understood but now seems much more complicated? Do you feel more or less politically engaged after completing this project? What questions do you still have that you were unable to answer? You do not need to answer each of these questions individually, they are just there to guide your response.

Lesson Concept Project

For this assignment, you will develop a lesson concept that explicitly demonstrates your engagement with the ideas, discussions, readings, and other texts we have discussed in this course. A lesson concept is a “work-in-progress version” of a complete lesson. Although the lesson concept is only in skeletal form, the ideas, strategies, and resources are no different from a lesson implemented in a classroom. Your work could be a variant of existing products (e.g. Stepping Stones, Reading Wonders) or it could be a new lesson you have designed from scratch. The lesson concepts should be suitable for an elementary-level classroom, but you are free to focus on the grade of your choice.

Your paper should be approximately 4 pages long, double-spaced, with 12-point font, and 1-inch margins. It should be divided into three sections, guided by the following questions:

Concept: What is the concept you plan to teach? (e.g. citizenship, equality, fairness, justice) What are the essential questions or enduring understandings related to the concept? (e.g. How do we solve disagreements in the classroom?) What grade level and student population are you aiming to teach in this lesson? (e.g. 2nd grade / ELL / Lower-SES) **This section should be written in narrative form (1 page, double spaced).**

Rationale: How does teaching this concept address a perceived gap in students’ social studies and/or citizenship education? (i.e. What is missing from the traditional curriculum and how does this lesson address that gap?) What was it from this course sparked your interest in pursuing this subject/theme? Why is this an important concept for students to learn? **This section should be written in narrative form (1 page, double spaced).**

Articulation of Concept: What learning objectives will be addressed in this unit? What instructional strategies ought to be used to teach this concept? What resources would you employ? How might you assess students’ understanding, skill attainment, or change of disposition? **This section can be in outline/bullet form (1-2 pages, double spaced).**

Your paper will be graded using the rubric in the syllabus. Please review each section of the rubric closely to ensure that you receive full credit for your work.

Attendance:

As stated in the Chaminade University catalog, students are expected to attend all classes for courses in which they are registered. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

University Policies

Academic Honesty Statement: Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
 - Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
 - Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
 - Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
 - Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

Title IX Compliance: Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center: 808-735-4845
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Disability Access:

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students.

Activities Schedule

Week	Assigned Readings
1	Topic: Course Introduction Assigned Readings: None
2	Topic: Course Introduction Assigned Readings: Civic Education, Chapter 1
3	Topic: Classrooms Grounded in Social Justice Assigned Readings: Black Ants and Buddhists, Preface
4	Topic: Philosophical Foundations (Part I) Assigned Readings: See Canvas for Details
5	Topic: Philosophical Foundations (Part II) Assigned Readings: See Canvas for Details
6	Topic: Theory into Practice Assigned Readings: Black Ants and Buddhists, Chapters 1 & 2 Civic Education, Chapter 3

7	<p>Topic: Classroom Dialogue</p> <p>Assigned Readings: Black Ants and Buddhists, Chapter 5 Civic Education, Chapter 2</p>
8	<p>Topic: Community Connections</p> <p>Assigned Readings: Black Ants and Buddhists, Chapter 4 Civic Education, Chapter 9</p>
9	<p>Topic: Student Activism</p> <p>Assigned Readings: Black Ants and Buddhists, Chapter 6 Civic Education, Chapter 4</p>
10	<p>Topic: Student Inquiry</p> <p>Assigned Readings: Black Ants and Buddhists, Chapter 8 Civic Education, Chapter 8</p>
11	<p>Topic: Social Studies Book Review (Part I)</p> <p>Assigned Readings: None</p>
12	<p>Topic: Social Studies Book Review (Part II)</p> <p>Assigned Readings: None</p>
13	<p>Topic: Challenges to Teaching for Social Justice</p> <p>Assigned Readings: Black Ants and Buddhists, Chapter 11 Civic Education, Chapter 10</p>
14	<p>Topic: O&P Discussion</p> <p>Assigned Readings: None</p> <p>Assignment Due: O&P Reflection Paper</p>

15	<p>Topic: Course Reflection</p> <p>Assigned Readings: None</p> <p>Assignment Due: Lesson Concept Paper</p> <p>Assignment Due: Current Events Mind Map</p>
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