



**ED 325**  
**Elementary Social Studies Methods**  
**Spring 2020**  
**3 Credits**

**Instructor:** Scott Wylie  
**Email:** scott.wylie@chaminade.edu  
**Phone:** (808) 739-7471

**Office Hours:** By Appointment  
[\(click here to schedule a meeting with me\)](#)  
**Office Location:** Zoom Teleconference

**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 readings are completed before each class that there is genuine class discussion and an opportunity for peer review and learning. The readings will come from the assigned course texts and from articles posted on Canvas.

### 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:

<b>Face-to-Face Class Participation</b> Reading Quizzes Participation Log Exit Tickets	<b>35%</b>
<b>Online Class Participation</b> Discussion Posts Response Posts	<b>35%</b>
<b>Observation and Participation</b> Placement Request & Confirmation O&P Reflection Paper	<b>5%</b>
<b>Final Project - Inquiry Design Unit Plan</b> Group Assignment (Inquiry Design Model) Individual Assignment (Source & Task) Group Presentation	<b>25%</b>

*Letter grades are defined as follows:*

A (100-90%)	B (89-80%)	C (79-70%)	D (69-60%)	F (59-0%)
-------------	------------	------------	------------	-----------

*Note: Education majors need to earn a grade of "B" or better.*

**Reading Quizzes**

You will complete a series of short reading quizzes in order to give you credit for completing the reading. These quizzes are not designed to "catch you" or ask especially detailed questions about the reading. Instead, they are meant to emphasize the main ideas of the text prior to our discussions. As long as you read carefully and annotate (meaningful highlighting, margin notes, questions, etc.) you will be successful on the quizzes.

**Participation Log**

You will complete a participation log outlining your contributions in the class. Students are expected to document a minimum of seven specific contributions to our whole-class discussions over the course of the semester, and seven specific contributions during small group work. Students will also complete two self-assessments of their participation during the semester - the first will be due in

Week 7, the second will be due in Week 14. Detailed instructions about these assignments will be provided on our course Canvas page.

### **Exit Tickets**

You will occasionally be assigned an “exit ticket” that will be due at the end of our class session. Typically, these assignments will be based on activities from that day’s class or discussions that I would like you to reflect on. These will be short assignments (usually a paragraph or short answer response) collected in class or uploaded to Canvas.

### **Discussion and Response Posts**

You will participate in one online discussion thread each week. These discussions are a central component of the course and participation is required. 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 link as 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. Please give these discussions the respect they deserve and check frequently for updates.

Your initial response to each prompt is due by 11:59pm every Thursday. The initial 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.

You are also required to post a response to one of your classmates by 11:59pm every Sunday. You are encouraged to make multiple responses and engage in critical conversation around these texts, however only one response post is required each week. Responses should be a minimum of 250 words and must advance the conversation (e.g. ask a question, challenge a viewpoint, build on an argument).

Discussion responses will be graded within one week of submission. Please check Canvas for feedback on your discussion posts and incorporate this feedback into your future posts.

### **IMPORTANT NOTE ON LATE DISCUSSION POSTS:**

The success of the course rests on the quality of these discussions. Without time to read and respond to your peers, our shared classroom community (and the possibilities for learning therein) will suffer. *As a result, late discussion posts and responses will receive at most 50% credit. Posts that are more than one week late will receive no credit.*

### **O&P Placement Request and Confirmation**

You are required to submit your O&P Placement request to the field services office during the first week of the semester. After submitting this request, upload a

screenshot of the confirmation page to Canvas to the O&P Placement Request assignment. When you have received confirmation of your placement, upload a screenshot of the confirmation email to Canvas to the O&P Confirmation assignment.

### **O&P Reflection Paper**

This semester you are expected to complete a minimum of six 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.

### **Final Project - Inquiry Design Unit Plan**

Your final project for this course will be the development of an inquiry design unit plan. There are three components in this project: completion of the inquiry design model template, developing an assignment, and a presentation. The inquiry design model and presentation will be done in a small group, but the development of the assignment will be done individually. Detailed instructions about this project will be provided on our course Canvas page.

### **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. **Students who miss more than two classes will lose a minimum of one letter grade, up to and including failing 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
<b>1</b>	<p>Tuesday Topic - Course Introduction Assigned Readings - None</p> <p>Thursday Topic - Civic Education Assigned Readings - Civic Education, Chapter 1</p>
<b>2</b>	<p>Tuesday Topic - What is inquiry? Assigned Reading - C3 Framework for Social Studies (Pages 16-21)</p> <p>Thursday Topic - Classrooms Grounded in Social Justice Assigned Reading - Black Ants and Buddhists, Prologue</p>
<b>3</b>	<p>Tuesday Topic - Developing Compelling Questions and Supporting Questions Assigned Reading - C3 Framework for Social Studies (Pages 23-27)</p> <p>Thursday Topic - Philosophical Foundations Assigned Reading - Pedagogy of the Oppressed &amp; Overview of Banking Model</p>
<b>4</b>	<p>Tuesday Topic - Understanding Freire's "Pedagogy of the Oppressed" Assigned Reading - LitCharts Pedagogy of the Oppressed (do not purchase)</p> <p>Thursday Topic - Theory into Practice Assigned Reading - Black Ants and Buddhists, Chapters 1 &amp; 2 Civic Education, Chapter 3</p>

<p style="text-align: center;"><b>5</b></p>	<p>Tuesday  Topic - Formative and Summative Assessment Tasks  Assigned Reading - C3 Framework for Social Studies (Pages 59-64)</p> <p>Thursday  Topic - Classroom Dialogue  Assigned Reading - Black Ants and Buddhists, Chapter 5  Civic Education, Chapter 2</p>
<p style="text-align: center;"><b>6</b></p>	<p>Tuesday  Topic - Evaluating Sources  Assigned Reading - C3 Framework for Social Studies (Pages 53-57)</p> <p>Thursday  Topic - Community Connections  Assigned Reading - Black Ants and Buddhists, Chapter 4  Civic Education, Chapter 9</p>
<p style="text-align: center;"><b>7</b></p>	<p>Tuesday  Topic - Introduction to Presidential Election Inquiry  Assigned Reading - Teaching About Elections During a Presidential Election Year</p> <p>Thursday  Topic - Student Activism  Assigned Reading - Black Ants and Buddhists, Chapter 6  Civic Education, Chapter 4</p>
<p style="text-align: center;"><b>8</b></p>	<p>Tuesday  Topic - Presidential Inquiry Unit, Assessment  Assigned Reading - What's the Buzz? A K-5 School Uses the C3 Framework</p> <p>Thursday  Topic - Student Inquiry  Assigned Reading - Black Ants and Buddhists, Chapter 8  Civic Education, Chapter 8</p>

<p style="text-align: center;"><b>9</b></p>	<p>Tuesday Topic - Teaching in the Neighborhood Watch Documentary - Won't You Be My Neighbor</p> <p>Thursday Topic - Teaching in the Neighborhood No Assigned Reading</p>
<p style="text-align: center;"><b>10</b></p>	<p>Tuesday Topic - Analyzing Sources Assigned Reading - I Don't Buy It: Critical Media Literacy in the Fifth Grade</p> <p>Thursday Topic Analyzing Sources Assigned Reading - Evaluating Online Sources</p>
<p style="text-align: center;"><b>11</b></p>	<p>Tuesday Topic - Developing Lessons and Learning Tasks Assigned Reading - C3 Framework for Social Studies (Pages 31-34)</p> <p>Thursday Topic - Building Trust with Families Assigned Reading - Black Ants and Buddhists, Chapter 11</p>
<p style="text-align: center;"><b>12</b></p>	<p>Tuesday Topic - Review Examples of Inquiry Lessons Assigned Reading - Is the president the most important person in government?</p> <p>Thursday Topic - Going Against the Grain Assigned Reading - Black Ants and Buddhists, Chapter 12 Civic Education, Chapter 10</p>

<p><b>13</b></p>	<p>Tuesday  Topic - Group Work (Compelling Questions, Supporting Questions, Assessment)  No Assigned Reading</p> <p>Thursday  Topic - Solo Work (Performance Task, Source)</p>
<p><b>14</b></p>	<p>Tuesday  Topic</p>
<p><b>15</b></p>	<p>Topic: Course Reflection</p> <p>Assigned Readings: None</p> <p>Assignment Due: Lesson Concept Paper  Assignment Due: Current Events Mind Map</p>