

**EDEE 435: Social Studies Methods II [4<sup>th</sup>-6<sup>th</sup>]**

Course Time: Wednesdays 5:00 p.m.-7:20 p.m.

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Office Hours: Monday and Wednesday from 1:00 p.m. to 5:00 p.m.

**I. Course Description:** This course focuses on teaching and learning social studies from grades 4<sup>th</sup> to 6<sup>th</sup>. The overall purpose is to enable teacher candidates to become thoughtful, creative, and effective teachers, through focused inquiry, investigations, and collaborations, all within the context of planning and implementing a standards-based social studies curriculum.

**Prerequisite:** EDEE 425 Social Studies Methods I

**II. Conceptual Framework:**

The Conceptual Framework (CF) serves as a guide for fulfilling the UHWO Teacher Education Program vision of preparing highly qualified teachers for entry into the skilled workforce. The program recognizes the contributions of general education, content area studies, and professional studies to the preparation of educators. Three key values underlie the professional studies philosophy and objectives: (1) standards-based education, (2) student-centered learning, and (3) an orientation to social justice. Within this framework, the UH West O`ahu Bachelor of Education degree program develops teacher candidates who have the knowledge, skills, and dispositions to

- meet the rigorous professional standards for teaching and in order to help their students meet high standards for learning,
- teach in a caring, student-centered manner, differentiating instruction as needed to enable all learners to succeed, and
- understand issues of equity, use culturally responsive instruction, and build bridges between school and community

**A. Vision Statement:**

The University of Hawaii West O`ahu Teacher Education program is dedicated to its vision of providing innovative teacher preparation programs and public service activities in support of the continuing development of West O`ahu communities. To realize this vision, the mission of the program is to provide teacher candidates with the knowledge, skills, and dispositions necessary to become outstanding educators, especially in the elementary schools located in Central and Leeward O`ahu communities.

### **III. References:**

#### **A. Primary Text**

Maxim, George W. (2009). *Dynamic social studies for constructivist classrooms*. Upper Saddle River, NJ: Pearson Prentice Hall

#### **B. Other Resources**

The national (NCSS) and state (HI) curriculum standards for social studies will be used through out the course and accessed through the Internet.

McTighe, Jay & Wiggins, Grant (2004). *Understanding by design\_ - professional development workbook*. Alexandria, VA: ASCD

### **IV. Purpose of the Course:**

The purpose of this course is to apply social studies methods learned from EDEE 425 by demonstrating learned content knowledge and skills of social studies. With a review social studies instruction, these strategies will be utilized in grades 4th through 6th during practicum. The focus will be on developing social studies interactive lessons via the World Wide Web. Particular emphasis will be placed on teaching candidates to utilize a variety of resources such as trade books, multicultural literature, and participating in community encounter activities on the island.

### **V. Course Goals:**

By successfully participating in this course, you will:

1. Develop a personal philosophy and vision on the teaching/ learning of elementary social studies.
2. Learn a variety of teaching techniques to actively engage diverse students with social studies.
3. Expand your awareness and competence in social studies content, especially in history, cultural, and civic education.
4. Integrate multiple disciplines and critical content into social studies.
5. Become aware and address bias in curricular materials and classroom practices.
6. Develop and share standards based lesson plans in social studies content using the ten social studies standards.
7. Develop and share standards based unit plans with lessons.
8. Explore a variety of approaches of formative (during) and summative (at the end) assessment.
9. Move beyond social *studies* to social *action* to make the world a better place.
10. Become critical and active users of technology as a student and teacher
11. Improve your professional writing for self-reflective and instructional purposes
12. Expand awareness and competence in social studies content, especially in current events, political events and conflicts, and civic education.
13. Work hard, laugh, and have fun!

## **Course Objectives [Teachers will]:**

### **General**

1. Become knowledgeable about the nature of social studies.
2. Develop a philosophy about teaching social studies in the elementary classroom, expand awareness of, and competence in, social studies subject matter.

### **Social Studies Content and Skills**

1. Become aware of the ten thematic standards and their focuses as related to planning and implementing elementary concepts and skills.
2. Becoming aware of current issues and special emphasis, as related to the elementary social studies curriculum such as political issues and conflicts.
3. Identifying learning, research and study skills that children need to develop in order to be successful in accomplishing social studies activities and projects, and to be successful life-long learners.

### **Frameworks**

1. Relate national, state, and grade level standards to the development of classroom themes, units, and learning activities:
  - National Curriculum Standards for Social Studies
  - Hawaii DOE Content Standards and Benchmarks
  - Grade level curriculum, scope, content, and sequence

### **Planning and Integration**

1. View social studies as one of the umbrellas for integrating curriculum areas.
2. Design ways to integrate social studies with other elementary curricular areas.
3. Develop learning activities that enable children to apply math and language arts skills in their learning social studies content.
4. Develop competence in daily lesson planning and long range thematic planning.

### **Materials and Resources**

1. Identify and locate social studies materials, trade books and media resources appropriate for the students and the intent of the curriculum.
2. Locate community resources, people and centers that have the potential for enriching social studies teaching and learning.
3. Use telecommunications tools such as electronic mail and web browsers as a teacher resource.
4. Use automated on-line search tools to identify and access information resources for children.

## **Teaching Techniques that Engage Students of Differing Backgrounds and Abilities**

1. Identify developmentally appropriate practices.
2. Relate the constructivist perspective to how children learn in social studies.
3. Connect models of teaching to social studies instruction, problem-based instruction, discussion, direct instruction, and cooperative learning.
4. Develop competencies for promoting reflective, high cognitive-level thinking and critical thinking by students.

5. Explore and implement components of thematic, performance-based, and literature based instructional strategies in social studies teaching.
6. Plan the use of various learning and technology tools to address multiple intelligences.

**Appropriate Assessment Techniques**

1. Explore a variety of approaches to assessment of student progress and development.
2. Design assessment strategies appropriate to specific learning experiences
3. Design rubrics/checklists to support and assess student learning.

**IV. General Instructional Procedures:** This course will include, but not be limited to, the following instructional procedures:

1. Lectures, demonstrations, active learning strategies, participation, and reflection.
2. Audio-visual presentations
3. Guest speakers/field trip(s)
4. Discussions, small and large group
5. Cooperative group projects and presentations
6. Web-based investigations

**V. Course Requirements, Policies, and Evaluation Procedures:** The following briefly describes course assignments. More specific expectations will be provided as the course develops. The grading program we use allows us to weight assignments. Therefore, each category below is calculated independently and applied to your overall grade.

Assignment:	Points:
Attendance and Class Participation, & Blogs	50
Evaluate a WebQuest	20
Community Encounter	30
2 Flash News! [10pts.]	20
NCSS Standards Presentation [10pts.] & Reflection [10pts.]	20
Trade book Presentation & Reflection [10 pts. each]	20
Create a WebQuest [Final]	40
<b>Total</b>	<b>200</b>

**Course Expectations**

**Attendance and Participation**

**50 pts.**

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Active participation, sharing, collaboration, and cooperative learning and team presentations will be a major part of this course. Participation is based on your contribution to building a positive classroom climate and community. Since a large portion of the material covered in EDEE 435 will result from class discussions and activities. Therefore, there is no way to “make up” for class time missed, regardless of

whether such absences are for “good” reasons. A student who is absent more than **two class periods** will **lose their full attendance and participation points**, thus lowering the grade by one full letter grade. Continued unexcused absence will result in further reduction by 5 points per absence.

**Timeliness** is also considered to be an indicator of professionalism. Therefore, **two tardies** will be counted as **one absence**.

### **Assignments**

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All written assignments must be stapled, typed, and double-spaced.

**NO late work will be accepted.** *Students who are absent from school on the day of class are not allowed to turn in work.*

### **Electronic Devices in Class Policy**

Cellular phones, pagers, CD players, radios, and similar devices are prohibited in the classroom and laboratory facilities.

### **Cheating and Plagiarism**

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All work submitted for this course should be done by you. According to UH, Student Code of Conduct, “Cheating includes, but is not limited to giving or receiving unauthorized assistance during an examination; obtaining unauthorized information about an examination before it is given; submitting another’s work as one’s own, etc.” “Plagiarism includes but is not limited to submitting, in fulfillment of an academic requirement any work that has been copied in whole or in part from another individual work without attributing that borrowed portion to the individual...” Cheating or plagiarism may result in failing the course.

### **Major Assignments**

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**Community Encounter Powerpoint Presentation** **30pts.**  
You are required to select a community visit that would serve as possible field trip for classroom students. This visit is viewed as a great social studies community encounter for the young learner. Your task is to create an informational powerpoint presentation, as well as reflect on the preparation and possible learning impact. See rubric for all criteria.

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**2 Flash News! [10 pts. each]** **20pts.**  
You are to report on a current event affecting the local and/or national community. Be sure to summarize your findings and critique the article. Discuss what happened, explore why it happened, and compare your ideas about what is done, is being done, or should be done about the event. Your article critique should be no more than two pages. You may use newspapers, magazines, NPR news, etc. Be prepared to share it your peers on the day it is due.

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### Current Flash News Rubric

Criteria	Good	Okay	Poor
Content	The current event is recorded and dated. The source is recorded or clipped. The writer accurately gives main points about the conflict or political issue.	The current event is recorded and dated. The source is recorded or clipped. The writer gives few points about the conflict or political issue.	The current event is recorded and dated. The source is recorded or clipped. The writer does not give main points about the conflict or political issue.
Feedback/response	The writer explores what happened and reports on what is done, being done, or should be done about the event.	The writer only mentions what happened and reports on what is done or being done about the event.	The writer does not explore what happened, or mention what is done or being done about the event.
Writing	The mechanics of writing, grammar, and spelling exceeds expectations.	The mechanics of writing, grammar, and spelling meets expectations.	The mechanics of writing, grammar, and spelling do not meet expectations.
Formatting	The article meets the criteria.	The article adheres to the criteria, but at least one page.	The article does not meet the criteria.

#### NCSS Themes Presentation

**20 pts.**

In groups, of your choice, you will present a social studies standard to the class. Share a prop/visual aid to help the class understand the standard and involve the class with a lesson activity/strategy to show how you will address that standard in the classroom. Each member of your team will submit a written reflection on your presentation. You will have ten minutes to present your standard. You will be assigned one of the following standards:

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|---|---|
| <ol style="list-style-type: none"> <li>1. Cultural and Cultural Diversity</li> <li>2. Time, Continuity, and Change</li> <li>3. People, Places, and Environment</li> <li>4. Individual Development and Identity</li> <li>5. Individuals, Groups, and Institutions</li> </ol> | <ol style="list-style-type: none"> <li>6. Power, Authority, and Governance</li> <li>7. Production, Distribution, and Consumption</li> <li>8. Science, Technology, and Society</li> <li>9. Global Connections</li> <li>10. Civic Ideals and Practices</li> </ol> |
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**NCSS Themes Scoring Rubric**

Criteria	Excellent	Good	Poor
Content/Based	Group demonstrates full knowledge of standard; provides a deep and critical lens to view standard.	Group demonstrates knowledge of standard	Groups demonstrates little knowledge of information on standard
Prop/Visual	Group's prop/visual aide directly explains and reinforces presentation.	Group's prop/visual aide occasionally supports the presentation.	Group has none or superfluous props/visual aides.
Example	An example is detailed and clearly addresses how the standard is used in the classroom.	Group's prop/visual aide occasionally supports the presentation	There is no example or it is not clearly connected to the standard.
Presentation	Presenters use voice, eye, contact and gestures in a way that engage class members, refer to notes only rarely, and group members are well coordinated in sharing the presentation.	Presenters sometimes use voice, eye contact and gestures in a way that engage class members, refer to notes at times, and group members are well coordinated in sharing the presentation.	Presenters do not use voice, eye contact and gestures in a way that engage class members, refer to notes at all times, and group members are not well coordinated in sharing the presentation.

**Themes Reflection Checklist**

Criteria	Task
A. Mastery of content.	Place an x or check mark to show completion of task.
1. Did all of your audience or participants get a clear and complete understanding of your standard? How do you know? Include a sample of a rubric from this presentation. Analyze/evaluate the rubric sample and reflect on the audience's feedback/assessment.	

B. Next steps	
1. State next step strategies for implementing a standard presentation such as the one you presented. 2. Applications of this presentation to social studies standards. How does this build upon students' knowledge of social studies? What other meaningful ways students can effectively use this standard in their lives? Does this standard integrate with other subject themes?	
C. Self-Efficacy as a Teacher	
1. Describe 2 strengths of this standard presentation. 2. Describe ways to improve this standard presentation. What would you change? 3. Did you learn anything about yourself or your group members while conducting this assignment? 4. Include audience comments 5. Respond to all concerns or suggestions in the audience comments.	
D. Check length and mechanics	
1. Minimum of 2 typed pages 2. Use the above three headings to organize your lesson reflection. 3. Use correct spelling and grammar	

**Trade Book Presentation**

**20pts.**

You will need to read a children's literature book related to social studies. You are going to have an exciting adventure of becoming characters in the story. You will have the opportunity to work in small groups to tell a story about a group or family in the story. Together, you will summarize the story. You will have fifteen minutes to present your story. Be sure to present the historical facts of the story. A final written reflection of your feedback and future recommendations and suggestions for improvement is required.

*Please rehearse your presentation so that you do not go over the time limit.*

**Trade Book Presentation Scoring Checklist**

Criteria	Yes	No
Did the group display the book; title, author/illustrator, setting, and genre?		
Did the group include a summary of the book?		



Did the group introduce and describe the characters of the story?		
Did the group present historical facts related to the story/book they read?		
Did the group describe any conflicts the characters faced in the story?		
Did the group presentation meet the time criteria?		
Did the presenters use voice, eye, contact and gestures in a way that engage class members, refer to notes only rarely, and group members are well coordinated in sharing the presentation?		

What is your overall rating of the group presentation?

They deserve a standing ovation \_\_\_\_\_

They deserve a round of applause \_\_\_\_\_

They deserve a bit of applause \_\_\_\_\_

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**Trade Book Reflection Checklist**

Criteria	Task
A. Mastery of content.	Place an x or check mark to show completion of task.
1. Did all of your audience or participants get a clear and complete understanding of your story? How do you know? Analyze/evaluate the rubric sample and reflect on the audience's feedback/assessment.	
B. Next steps	
1. State next step strategies for implementing a trade book project such as the one you presented. 2. Connections of this lesson to social studies standards. How does this build upon students' knowledge of social studies? Does this lesson integrate with other	

subject themes?	
C. Self-Efficacy as a Teacher	
1. Describe 2 strengths of this project. 2. Describe ways to improve this project. What would you change? 3. Did you learn anything about yourself or your group members while conducting this project? 4. Include audience comments 5. Respond to all concerns or suggestions in the audience comments.	
D. Check length and mechanics	
1. Minimum of 2 typed pages 2. Use the above three headings to organize your lesson reflection. 3. Use correct spelling and grammar	

### WebQuest Evaluation

**Points:** \_\_\_\_\_/20 pts.

**Peruse** the two WebQuest links given to you to evaluate by **answering** the following questions below: [copy and paste and respond to each]

1. What is the main point of the WebQuest?
  - a. What themes does it explore?
  - b. How does it link them together?
2. Are the links accurate and up to date?
  - a. Can you find links to replace missing outdated links?
3. Is the task interesting, and will it engage students in the grade level at which it is aimed?
  - a. Why or why not? If not, how could it be improved?
4. What problems might arise when students work on this WebQuest?
  - a. How might these be solved? Or do you think it might make the WebQuest unusable?
5. Which of your two “good examples” is better? Why?
6. How much time do you think it would take to complete each WebQuest?
  - a. Do they take too long to complete? or are they too easy?
7. How much of these WebQuests involves “scavenger hunts”, or trying to find specific content or Web sites?

- a. When is this valuable, and when does it just waste time? Are there particular subjects in which scavenger hunts may be useful? Why? Or Why not?
8. How can students use these WebQuests to understand more than just the particular content and questions?
- a. Do they help students learn reasoning, mathematical skills, literacy methods or social studies skills? any other skills?