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Office Hours: by appointment (Tuesdays and Wednesdays)

Social Studies Methods is designed to prepare prospective primary grade school teachers with the content and the skills to be able to teach social studies in a meaningful, engaging and effective manner. In this course, we will attempt to build bridges between children’s understanding of the world around them and the elementary social studies curriculum. At the conclusion of this course, the student should have a general understanding of appropriate social studies curriculum and should be prepared with the knowledge, skills and activities to implement it effectively in the classroom.

Our Course: EDEE 442
This course focuses on teaching and learning social studies from grades K to 6th. 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. Taken simultaneously with Teaching Culturally Linguistic Diverse Learners and Practicum, teacher candidates can learn the value of an integrated curriculum where developmentally appropriate methods and materials are used in Kindergarten through sixth grade.

Hybrid Course Contact Hour Requirements EDEE 442 is a hybrid, 3-credit course. Contact hours are distributed as follows: 1.5 hrs. face-to-face on Wednesdays; 1.5 online hours. For every contact hour, UHWO students are expected to spend 2 hours per week engaged in scholarly work associated with the course. Therefore, you should plan to devote a minimum of 6 hours per week outside of class to course requirements, for a grand total of 9 hours per week of attention to the course.

Prerequisite: Admission to Professional Teacher Education Content
Co-requisites: EDEF 444, Teaching Culturally Linguistic Diverse Learners and Block 3

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 goals underlie the professional studies philosophy and objectives. Candidates for the Bachelor of Education degree in elementary education are committed to the following:

- Delivering high-quality instruction that addresses the needs of the whole child
- Embracing social justice and equity for all
- Becoming reflective practitioners and life-long learners

**Vision Statement**

The University of Hawai`i 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.

**Purpose of the course**

The purpose of this course is to present an overview of social studies instruction and how it should be taught in grades K-6. 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. Also, an examination of a variety of historical views of events in history as well as how social studies instruction addresses the many aspects of diversity will take place.

**Primary Text**


**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.


**NOTE:** Social studies for elementary teachers’ goals will be closely aligned with the ability to effectively teach to the State Standards or the NCSS Standards and will include:

- Improve understanding of significant historical events of HI and their connection to Pacific and US history
- Develop tools for teaching history through local history
• Foster partnership with local educational agencies and the community organization who support social studies learning

This course is aligned with the following standards:

UHWO ILO 1: Effective Communication and UHWO GELO 1: Written Communication

UHWO ILO 2: Cultural Awareness and UHWO GELO 4: Global & Multicultural Perspectives

UHWO ILO 4: Disciplinary Knowledge and UHWO GELO 7: Social & Natural Science Literacy

Concentration learning outcomes (CLOs)=Association for Childhood Education International (ACEI), Hawai‘i Teacher Standards Board (HTSB), which adopted the Interstate New Teacher Assessment Consortium (InTASC).

ACEI Standard 3.4: Active engagement in learning
HTSB/InTASC Standard 3: Learning Environments

ACEI Standard 2.4: Social Studies
HTSB/InTASC Standard #4: Content Knowledge

ACEI Standard 3.1: Integrating and applying knowledge for instruction
HTSB/InTASC Standard #5: Application of Content

ACEI Standard 4: Assessment for instruction
HTSB/InTASC Standard #6: Assessment

ACEI Standard 3.1: Integrating and applying knowledge for instruction
HTSB/InTASC Standard #7: Planning for Instruction

Student Learning Outcomes:

1. Develop a personal philosophy and vision on the teaching/learning of elementary social studies. (ILO-4, GELO-7, CLO/ACEI-2.4)
2. Learn a variety of teaching techniques to actively engage diverse students with social studies. (ILO-2, GELO-4, CLO/ACEI 3.1)
3. Expand your awareness and competence in social studies content, especially in history, cultural, and civic education. (ILO-4, GELO-7, CLO/ACEI-2.4)
4. Integrate multiple disciplines and critical content into social studies lesson(s). (ILO-4, GELO-7, CLO/ACEI 3.4)
5. Become cultural aware and address bias in curricular materials and classroom practices. (ILO-2, GELO-4, CLO/ACEI-3.1)
6. Apply ethical theories and propose a solution to ethical issues in education. (ILO-4, CLO-5.2)
7. Develop and share standards based lesson plans in social studies content using the ten social studies standards. (ILO-1, GELO-1, CLO/ACEI 3.1)
8. Explore a variety of approaches of formative (during) and summative (at the end) assessment. (ILO-3, GELO-3, CLO/ACEI 4.0)
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 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.

<table>
<thead>
<tr>
<th>Assignment:</th>
<th>Points:</th>
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<tbody>
<tr>
<td>Attendance and Class Participation</td>
<td>5</td>
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<tr>
<td>Personal Social Studies History</td>
<td>Credit/ No Credit</td>
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<tr>
<td>3 Unannounced Quizzes [5 pts.]</td>
<td>15</td>
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<tr>
<td>Community Encounter</td>
<td>30</td>
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<tr>
<td>2 News Flashes [5pts.]</td>
<td>10</td>
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<tr>
<td>Ethical Paper</td>
<td>40</td>
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<tr>
<td>Field Trip</td>
<td>Credit/ No Credit</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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**Grading Scale**
A=92-100%
B=83-91%
C=74-82%
D=65-73%
F=Below 65%

**Course Expectations**
**Attendance and Participation** 5 pts.
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 442 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 [ten minutes or more] will be counted as one absence.

Assignments
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
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

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 power point presentation, as well as reflect on the preparation and possible learning impact. See rubric for all criteria.

2 Flash News! [5 pts. each] 10pts.
You are to report on a current event affecting the local and/or national community. Be sure to summarize your findings, submit to Laulima. 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 summary should be no more than two pages. You may use newspapers, magazines, NPR news, etc. Be prepared to share your findings with peers in class.

Current Flash News Rubric

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<tr>
<th>Criteria</th>
<th>Good</th>
<th>Okay</th>
<th>Poor</th>
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Preparing Knowledgeable, Skillful, Responsive Educators for a Global Society.
### 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 exceed expectations.
- The mechanics of writing, grammar, and spelling meets expectations.
- The mechanics of writing, grammar, and spelling do not meet expectations.

### Formatting
- The summary meets the criteria.
- The summary adheres to the criteria, but at least one page.
- The summary does not meet the criteria.

### 3 Quizzes [5 pts. each] 15 pts.
You will have three unannounced quizzes in class. Each quiz will be drawn from your textbook and/or in-class lectures.

### Ethical Paper 40 pts.
Two-drafts minimum 2 pages (5 pts. each); Final Paper (30 Pts.)
You will think of some possible conflicts that may occur in everyday education along with some possible situations that may not occur in everyday education. Every educator will have at least some morally perplexing events in his/her career. You will select one, discuss it as well as select the appropriate solution one must take. All the while, using what you know regarding educational theories and best practice.
Personal Social Studies History: Credit/No Credit
DUE: Jan. 28th

Reflect back on how you were taught social studies in your elementary school experience. Feel free to do this assignment in pairs so that you can compare and contrast your experience. Be sure to share feedback!

Looking back on one’s experience with social studies is important because it can effect that way you teach social studies as a classroom teacher. It is often said that we teach as we were taught. Therefore this assignment is to help understand where we have been so that we can get to where we want to go as teachers in social studies.

This is your personal social studies history, so be honest and creative as you choose. This project can be in any number of formats including a paper, a journal, scrapbook, video of photo essay just to name a few.

You will be required to elucidate your experiences in a verbal or written format. This assignment will require deep analysis of the content and delivery of your own social studies education

What did you learn as a social studies student? How was it taught?

In light of your analysis, please describe issues that you may face as a social studies teacher. Conclude by detailing some specific goals or actions that you would like for yourself as a social studies teacher. Examples will be shown in class.