

# Techniques in Elementary School - Social Studies. EDUC 324

## Section 2(ECE Majors)

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*“If our world is to face up to the great threat looming over it, we must find within ourselves the strength for a new type of global responsibility. The climate of multi-cultural coexistence if it can be created, could be the first expression of this new responsibility, and could at the same time provide a proper environment for its development”* (Selected from the **speech of Vaclav Havel 1994, 1997**)

**Class Hours: Monday & Tuesdays: 3. 00 – 4.15 (A109 Science Building)**

**Taught by:** Dr. Oluyomi A. Ogunnaike

**Office:** Room 448-CPS Building

**Office Hours:** Tuesday & Wednesday, 1-2; & by appointment

**Phone:** 715 - 346 – 4742      email: oogunnai@uwsp.edu

### **COURSE TEXTS:**

- ❖ Parker, W.C. (2012). *Social Studies in Elementary Education*. 14<sup>th</sup> ed. Columbus, Ohio: Merrill.
- ❖ Wisconsin Department of Public Instruction. *Wisconsin Standards for Social Studies*. Madison, Wisconsin. DPI <https://dpi.wi.gov/social-studies/standards>

**Course Description:** This course examines historical perspectives and instructional strategies for teaching social studies in grades PreK-3. As learners and teachers, pre-service teachers enrolled in this course will examine, prepare, and present their perspectives on the STRANDS of Social Studies, e.g. history, geography, politics, economics, and behavioral sciences through hands-on learning activities. As the pre-service teachers construct their knowledge and understanding of social studies, they, in turn, will guide the learning experience of young learners in early childhood grades. The goal of this course is to support the pre-service teachers’ efforts in teaching social studies to a community of learners in early childhood classrooms.

### **Essential Qs:**

- a. *What is Social Studies? Why is Social Studies relevant in the early childhood classroom?*
- b. *How do we make Social Studies accessible and practical to learners in EC classrooms?*

### **Enduring Understandings:** The student will understand that:

1. Social studies can be defined as *“the integrated study of economics, geography, history, political science, and the behavioral sciences of psychology, sociology, and anthropology to promote civic competence”* (cf Wisconsin Standards for Social Studies, [dpi.wi.gov/social-studies](https://dpi.wi.gov/social-studies)).
2. Social studies provide- (i) a fundamental knowledge about differences and similarities about people, places, and interactions; (ii) how and where people live, work, (iii) current news and other significant local and global events.
3. Through children’s literature, hands-on learning projects, study of current news, the use of concrete visuals, e.g. timelines, charts, maps, social studies can be successfully integrated and implemented in early childhood curricula.

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### Learning Outcomes:

- Students will be able to identify, describe, and prepare hands-on learning activities reflective of the STRANDS (see below) of Social Studies.
- Students will create a detailed Unit plan that has hands-on learning activities that integrate Social Studies Strands in exploring a specific theme for learners in early childhood grades (PreK-3).

### Social Studies: STRANDS

<b>Social Studies Inquiry Practices and Processes</b>
<b>Behavioral Science</b>
<b>Economics</b>
<b>Geography</b>
<b>History</b>
<b>Political Science</b>

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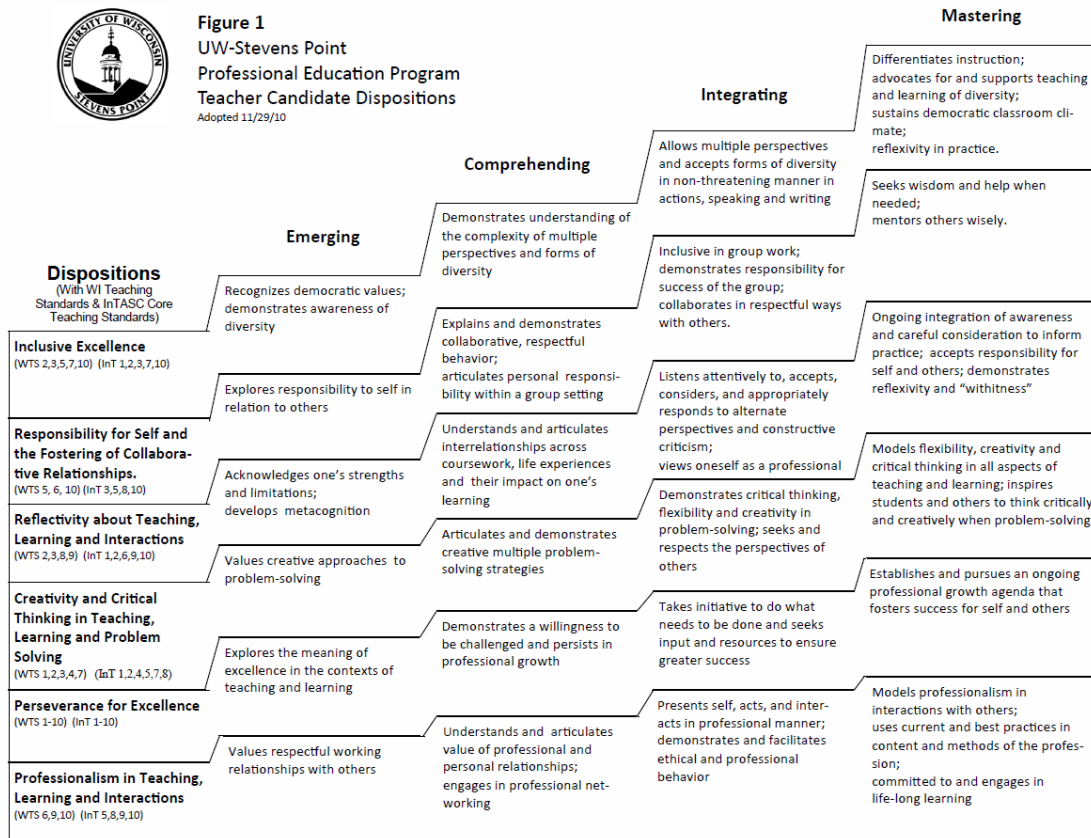
### Dispositions

The School of Education in 2010 adopted the Professional Educational Program Teacher Candidate Dispositions (please see the attachment). Dispositions are an integral facet of professional preparation and influence one success in the Professional Education Program. All students are expected to show continued progress in these dispositions focusing on Inclusive Excellence, Responsibility for Self and the Fostering of Collaborative Relationships; Reflectivity about Teaching, Learning, and Interactions; Creativity and Critical Thinking in Teaching, Learning, and Problem Solving; Perseverance for Excellence; and Professionalism in Teaching, Learning, and Interactions. Should the need arise; a tiered approach is available and individualized to individual students.

InTASC 10:

*-The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning (Disposition).*

*-The teacher embraces the challenge of continuous improvement and change (Disposition).*



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### **UWSP Community Bill of Rights and Responsibilities**

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information go to: <http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilites.aspx>.

The Rights and Responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>.

### **Americans with Disabilities Act**

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>.

If you have a disability and require classroom and/or exam accommodations, please register with the Disability Services Office and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability Services Office, located on the 6<sup>th</sup> floor of the Learning Resource Center (the Library). You can also find more information here:

<http://www4.uwsp.edu/special/disability/>.

### **\*PLEASE NOTE:**

1. Wisconsin Model Academic Standards (Social Studies) can be accessed at the DPI website <https://dpi.wi.gov/social-studies/standards>
2. The InTASC Standards covered in this course can be found in the Canvas document:  
*EDUC 324 Teacher Standards*

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### **POLICY & ASSIGNMENTS GUIDING EDUC 324 (sec 3): Please read carefully.**

#### Safe Learning Environment:

The School of Education strives to honor the uniqueness of all learners. I am dedicated to creating safe, inclusive, welcoming experiences in which all students can succeed. I mindfully plan and teach this course in ways that promote pluralism: celebrating the coexistence of multiple identities, cultures, and belief systems.

This course is a Safe Zone. I will not condone disrespectful or discriminatory language or behavior. I extend an open- door invitation to all my students. If you feel unwelcome or unsafe in this course, or you have any concerns about your ability to succeed, please let me know. We can address the issue together, confidentially.

#### Integrity Policy/Expectations

-I expect you to come to class promptly and regularly, prepared to actively and fully participate in the activities.

-I expect you to treat me, your colleagues, and anyone else **with respect and dignity**.

-I expect you to take responsibility for managing your life so that you complete all assignments on time.

➤ **If you are unable to meet these expectations,** I expect you

- to communicate with me and anyone else affected (e.g., your colleagues) as soon as possible, and to suggest a clear, fair plan to address the problem.

- to complete your assignments with integrity. For most assignments, you will be free to use resources and people inside and outside of this course. Some assignments may even require that you utilize very specific readings and/or suggested ones related to EDUC 324

-to give proper credit for anything that is not your own original work. I urge you to make intellectual integrity a central part of your professional identity. Professionals in a variety of fields routinely use other people's work (e.g., lesson plans in education). But accidentally or deliberately leaving off credit is professionally and morally wrong. I use anti-plagiarism tools. I do not expect my students to plagiarize others' work; rather, you can be confident that no one is plagiarizing your work (e.g., in a future class). If you are unclear on how to give proper credit, please ask me before turning in the assignment.

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### **Professionalism: Attendance, Participation, & Teamwork**

1 **Attendance & Participation** Each student is advised to attend class regularly. Your attendance, discussion, and reflections count toward your final grade. *Attendance will be taken regularly during class.*

1b. **Participation & Teamwork:** As a group- based course in the ICB semester, your level of class participation and work with your groups matter significantly.

A total of **30 points** can be earned for Professionalism= Attendance(10points); Participation 10 points); Teamwork (10points);

### **ASSIGNMENTS: Policy and Summary (EDUC 324)**

**NOTE:** Detailed description of the assignments can be found on the Assignments Document – *Assignment Pamphlet*

**Late Work Policy:** As Seniors in ECE, I expect you to complete and submit all assignments on time.

- i. Share your concerns about a timely completion of assignments prior to submission date.
- ii. Late submissions will attract a deduction starting with 5 points per day after the due date.
- iii. **Emailed** assignments are **NEITHER ACCEPTABLE NOR NEGOTIABLE.**

### **Summary of Assignments**

**NOTE:** Groups will be responsible for preparing these assignments. Some assignments will be presented in class while others will be submitted into Canvas

- ❖ **Weekly Reviews of Readings:** Depending on the scheduled activities for class meetings, we will begin or end class with a Group facilitating a discussion of weekly readings. Worth = 20 points for entire semester
- ❖ **Weekly Ideas of Teaching Theme for Assigned Grade:** Weekly, Groups will Prepare & Share Ideas of Learning Activities that explore assigned Theme for assigned grades. These teaching ideas will focus on the SS strands **in the order below:**

1. Social Studies Inquiry Practices & Processes:
2. Behavioral Sciences
3. History
4. Geography
5. Economics
6. Political Science

A chart has been prepared to guide the completion of this assignment. Each group is advised to keep the chart to reference for the Final Plan. Worth = 20 points for entire semester

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- ❖ Final Project: Final Unit Plan on Theme & Grade - Comprehensive Unit Plan on the Theme; Details will be shared during class. It is hoped that completing the Weekly Ideas on Teaching will facilitate the completion of the Thematic Plan in this course. Worth = 30 points

### EDUC 324: OUTLINE of Assignments and Grades

Assignments	*Due Dates	Where	Points & <i>InTASC Standards</i>
<b>Weekly Teaching Ideas</b> Social Studies Inquiry Behavioral Sciences History Geography Economics Political Science	2/11 2/11 2/18 2/25 3/3 3/3	Class presentations	<b>20points</b> #4, #5, #7
<b>Weekly Reviews of Readings - Groups</b>	Weekly	Post on Canvas Class facilitations	<b>20 points</b> # 1, #2, #3, #4, #5, #6, #7, #8
<b>Comprehensive /Final Unit Plan</b>		Canvas	<b>30 points</b> # 1, #2, #3, #4, #5, #6, #7, #8, #10
Professionalism Attendance/Participation	3/12		<b>30 points</b>
<b>TOTAL</b>			<u><b>100 points</b></u>

**\* Due Dates are Tentative & Subject to Change**

#### **GRADING OUTLINE**

95-100 = A  
 90 -94 = A-  
 85 -89 = B+  
 80-84 = B  
 75-79 = B-  
 70 -74 = C+  
 65-69 = C  
 60-64 = C-  
 D (failing grade)

Students must receive a C- or better in all education, early childhood, and physical education courses required for teacher certification. Failure to earn a C- or higher will result in repeating the course.

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**COURSE OUTLINE** (Tentative & subject to change)

ALL STUDENTS: Print Standards & Strands from <https://dpi.wi.gov/social-studies/standards>

<u>Date</u>	<u>Readings</u>	<u>Class Activities</u>	<u>Assignments Due</u>
<b>1/21 Tues</b>  Course introduction		Groups & Assignments  <i>A member must be familiar with UbD &amp; SOE Template. If not, Dr. O will teach with these documents next class.</i>	-Read: Text chap 1 Look at the SOE Template. On Canvas
<b>1/27 Mon</b>  -What is Social Studies	All Groups READ:  <b>-Text: Chapter 1: What &amp; Why of Social Studies Education</b> OR UbD/SOE Template	<b>Group 1</b> facilitates hands-on discussion of  i. Purpose of Social Studies Education ii. Strands & e.gs of themes & EC grades <b>iii. Examine = SOE Template</b>	
<b>1/28 Tues</b>  -Social Studies: Curriculum & Lesson planning	All Groups READ:  <b>Chap 8</b> - Planning Units, Lessons, & activities <b>Chap 9</b> -Five Great Teaching Strategies -WI Standards for Social Studies = Print Standards & Strands from <a href="https://dpi.wi.gov/social-studies/standards">https://dpi.wi.gov/social-studies/standards</a>	<b>Group 2</b> facilitates hands-on discussion of  -Essentials of Planning Curriculum & Teaching Strategies -Connections to Teaching Strategies	
<b>2/3 Mon</b>  Social Studies:  <b>Behavioral Sciences</b>	All Groups READ:  i. Text -pp. 156-160  ii. STRAND: Behavioral Sciences - <a href="https://dpi.wi.gov/social-studies/standards">https://dpi.wi.gov/social-studies/standards</a>	<b>Group 3</b> facilitates hands-on discussion& exploration of  - Behavioral Sciences and Standards	Dr. O will email materials for IMC visit
<b>2/4 Tue</b>  <u>IMC Tour</u> -Social studies Resources	Visit to the IMC:	Learn about: <b>Social Studies Resources:</b> Text, books, & Children's literature	<b>Dr. O will send detailed instructions about Final Unit Plan</b>



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### COURSE OUTLINE (Tentative & subject to change)

Dates	Readings	Class Activities	Assignments
<p><b>2/10 Mon</b></p> <p>Discuss: -SSIP&amp; P Standard -Final Project</p>	<p>-Standards on SSIP &amp; P =Social Studies Inquiry Practices &amp; Processes: <a href="https://dpi.wi.gov/social-studies/standards">https://dpi.wi.gov/social-studies/standards</a> -Read instructions on Final Thematic Plan</p>	<p>Groups: -Discuss how to use SS Inquiry Practice &amp; Process in EC classrooms  -Begin work on Final project</p>	<p>Prepare Weekly Ideas on Teaching with Strands</p>
<p><b>2/11 Tues</b></p> <p>Weekly Ideas on Teaching Social Studies <u>Inquiry &amp; Behavioral Sciences</u></p>		<p>Groups share Teaching Ideas on specified STRANDS  Use the Chart to share information.</p>	
<p><b>2/17 Mon</b></p> <p><b>History</b></p>	<p>Chap 4: <b>History</b>, Geography, and Social Sciences  A. All groups READ Text: p. 117-138 B. Standards on <u>History</u> <a href="https://dpi.wi.gov/social-studies/standards">https://dpi.wi.gov/social-studies/standards</a></p>	<p><b>Group 4</b> bring a book or other artefacts to explores hands-on process to examine/learn History through strategies - Timeline, Diorama  - Strand= <b>History</b></p>	
<p><b>2/18 – Tues</b></p> <p>Weekly Ideas on Teaching on History</p>		<p>Groups share Teaching Ideas on specified STRAND  Use the Chart to share information.  <b>? Groups to work on Final Project?</b></p>	<p><b>Check with groups:</b>  <b>Final Unit Plan</b></p>

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<u>Date</u>	<u>Readings</u>	<u>Class Activities</u>	<u>Assignments Due</u>
<b>2/24 Mon</b>  <b>Geography</b>	<b>Chap 4:</b> History, <u>Geography</u> , and Social Sciences  <u>A.</u> All groups READ - <u>Geography</u> -Text: p. 139 -145 <u>B.</u> Standards on <u>Geography</u> <a href="https://dpi.wi.gov/social-studies/standards">https://dpi.wi.gov/social-studies/standards</a>	<b>Group 5</b> bring a book or other artefacts to explore hands-on process to learn <u>Geography</u> through strategies – Maps  - Strand= <b>Geography</b>	
<b>2/25 Tues</b> Weekly Ideas on Teaching on Geography		Groups share Teaching Ideas on specified STRAND  Use the Chart to share information.	
<b>3/2 Mon</b>  <b>-Economics</b>   <b>-Political Science &amp; Citizenship</b>	<u>A.</u> All groups Read -TEXT: Economics (i) <b>Chap 4</b> p. i. pp. 147 – 151 on ii Standards on <u>Economics</u> <a href="https://dpi.wi.gov/social-studies/standards">https://dpi.wi.gov/social-studies/standards</a>  TEXT: - <b>Chap 3:</b> Democratic Citizenship - <b>Chap 4:</b> p. 145-147 Standards on <b>-Political Science &amp; Citizenship</b> <a href="https://dpi.wi.gov/social-studies/standards">https://dpi.wi.gov/social-studies/standards</a>	<b>Group 1</b> bring a book or other artefacts to explore hands-on process to learn <u>Economics</u> through strategies – Stories, appropriate worksheets  Strand = <b>Economics</b> ===== <b>Group 2</b> bring a book or other artefacts to explore hands-on process to learn <u>Political Science</u> through strategies – Stories, appropriate worksheets  Strand = <b>Political Science &amp; Citizenship</b>	
<b>3/3 Tue</b> Weekly Ideas on Teaching on Economics & Political Science-		Groups share Teaching Ideas on specified STRANDS  Use the Chart to share information	

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<u>Date</u>	<u>Readings</u>	<u>Class Activities</u>	<u>Assignments Due</u>
3/9 Mon	<u>DAY OFF</u>		
3/10 Tue Final Unit Presentation			Groups -Submit ONE copy of Unit Plan to Canvas on <u>3/12</u>

Wishing you all a terrific spring break and a wonderful ICB experience in your placements. ☺