

ITE 322 Social Studies, Elementary
University of Hawaii at Manoa – College of Education
Dual Preparation Elementary Cohort 406
Spring 2008

Instructor: Rosela C. Balinbin
Contact: E-mail: rosela@hawaii.edu
EECE Phone: 956-9992/956-6057
Cell Phone: 927-7722 (call no later than 9:00 p.m.)
Office Hours: By appointment
EECE Office: Everly Hall 2-223/Portable 4B

Meeting Time: January 16-May 7, Wednesday, 8:00-10:30 a.m.
Meeting Place: UHS 1-107

I. Descriptive Information

Catalog Course Description:

ITE 322: Purposes, methods, curriculum, and assessment in teaching social studies. Focus: enriching children's understanding of the communities they are a part of through inquiry, investigation, collaboration, and expository skills. Emphasis on writing instruction. A-F only. Co-requisite: 317.

Focus Designation:

Writing Intensive (WI)

Course Overview:

This course will aim toward providing you with opportunities to view social studies through new and multiple lenses and to think about its various components in new ways. In this class, we will be investigating the connected, complex and changing issues we face as global citizens, and collaborating to find effective and appropriate ways to help elementary level students understand and cope with these issues.

This course is based on the premise that citizenship in this global age means actively participating in some way to improving our world on the local, national and global levels. One of our program's goals is to prepare teacher candidates to contribute to a just and democratic society, and therefore, to teach elementary students to do the same.

Throughout this course you will participate in a wide variety of activities including, but not limited to readings, videos, discussions, goal oriented collaborative work, role-playing, and presentations. The overwhelming breadth of social studies (history, political science and civics, cultural anthropology, geography and economics) can be overwhelming and at times intimidating to delve into. However, we will work together, so that as your awareness increases during the course of the semester you will begin to feel more comfortable and confident in your own ability to engage elementary students in these subject areas.

Inquiry, discovery and problem-solving will be emphasized throughout this course as you become critical thinkers about social studies. In addition, in our age of technological advancements, we will also explore how technology can be incorporated into teaching to enhance the social studies experiences for elementary students.

We will explore and share many differing perspectives on prevailing approaches to teaching social studies as we concurrently experience what it is like to be learners. As you become more adept at creating lessons and identifying ways in which to integrate social studies with other curricular areas will become more apparent. We will all be exposed to multiple ideas, perspectives and points-of-view, through which we each will hopefully be able to thoughtfully examine our own values and beliefs.

Required Texts:

Ellis, A.K. (2007). 8th Ed. *Teaching and learning elementary social studies*. Boston, MA. Pearson.

Obenchain, K.M. & Morris, R.V. (2007). 2nd Ed. *50 social studies strategies for K-8 classrooms*. Upper Saddle River, N.J., Pearson.

Selected articles from journals, periodicals, and internet resources.

Supplementary Texts:

Elementary and Early Childhood Teacher Education Program Handbook, College of Education, Institute for Teacher Education, University of Hawaii at Manoa, 2007-2009.

Publication manual of the American Psychological Association (5th ed.). (2001). Washington, DC: American Psychological Association.

Tomlinson, C.A., & McTighe, J. (2006). *Integrating differentiated instruction + understanding by design*. Alexandria, VA. ASCD.

Additional Website Resources:

See Attached.

Disability Statement-KOKUA program

UHM will provide access or other reasonable assistance for students with recognized disabilities, and to meet your access needs based on disability documentation. If you have a disability and need accommodations, please see me (the instructor) and contact the KOKUA program 956-7511, KOKUA@hawaii.edu, or go to Room 013 in the Queen Liliuokalani Center for Student Services.

Professional Dispositions:

The professional dispositions shared in this course reflect the standards and expectations of the College of Education, Institute for Teacher Education, and the Elementary and Early Childhood Education program. Teacher candidates must demonstrate ‘accomplished’ or ‘professional’ levels regarding professional dispositions during all program related activities, including but not limited to coursework, field experiences and conferences. Falling below these categories will require a conference, plan of assistance for improvement, and/or dismissal from the program. Professional dispositions can be found on the EECE website at:

<http://www.hawaii.edu/coe/departments/ite/index.html>

Ethical Behavior:

All work you submit as yours must include proper documentation and crediting of sources. Failure to properly introduce and document paraphrased material or borrowed ideas is plagiarism. Plagiarism carries serious consequences and possible dismissal from the program. See the *UH General and Graduate Information Catalog* under “Student Regulations” and the *UH Student Conduct Code* for specific guidelines related to plagiarism.

Laptop Computers:

The following are specific expectations for laptop use in our classroom:

- ❑ Bring your laptop to every class unless otherwise instructed.
- ❑ The legitimate educational purpose of our class is to help prepare you for your professional career. Part of your development as a professional is learning the ability to practice and model courtesy and respect for your colleagues and instructors. Accordingly, engaging in personal emails, instant messaging, games and web surfing are NOT APPROPRIATE activities during class time.
- ❑ Please turn on your laptops before class and keep the screens down until we are ready to use them. The other option is to leave them off until requested to turn them on.
- ❑ Demonstrate ethical and responsible behavior during class and on the UH network.
- ❑ When in class, please spend time only on the tasks associated with this course.
- ❑ In general, use your laptops in class as you would expect your students to use theirs.
- ❑ Please charge your batteries before class.

Cellular Phones:

As a courtesy to your peers and instructor, turn off or silence your cellular phone during class time. If there is a need to use your cellular phone during class time, please inform the instructor prior to the start of class.

II. Standards-Based Education and the College of Education Conceptual Framework

During your teacher education program, you will find yourself immersed in standards-based education. The College of Education (COE) and the Institute for Teacher Education (ITE) sets standards for teacher candidates. The Hawaii Teacher Standards Board (HTSB) sets standards for Hawaii teachers. The Hawaii Content and Performance Standards (HCPS III) for kindergarten-grade 12 students are set by the Hawaii Department of Education. In addition, many of your teacher education courses will integrate standards from professional organizations.

Institute for Teacher Education/College of Education:

Standards describe what teachers and students at all levels should know, be able to do, and care about. The COE Conceptual Framework and the ITE require teachers to be KNOWLEDGEABLE, EFFECTIVE and CARING. These three standards are a part of all learning experiences in your teacher education program.

- ❑ *Knowledgeable:* Teacher candidates are knowledgeable about content, pedagogy, and professionalism; human growth and development; and the physical, mental, emotional, and social needs of students with diverse backgrounds and learning needs.
- ❑ *Effective:* Teacher candidates have the professionalism experience and skills to teach so that ALL children can learn.
- ❑ *Caring:* Teacher candidates care about students and their families and communities, teaching and learning, and their own professional development.

Hawaii Teacher Performance Standards (HTPS):

Teacher candidates will develop a knowledge base for learning about teaching as in the ten (10) areas specified by the Hawaii Teachers Standards Board (HTSB). The teaching standards will serve as a guideline to assess the *quality* of the teacher candidate's performance in the schools and the assignments required for ITE 317.

A complete version of the 10 Hawaii Teacher Performance Standards, including specific descriptors for each standard can be found in the Elementary and Early Childhood Teacher Education Program Handbook on pages 61-64.

Hawaii Content and Performance Standards III (HCPS III):

The HCPS III Standards are set by the Hawaii Department of Education for students in grades K-12. These can be viewed on the DOE website at: <http://standardstoolkit.k12.hi.us/index.html>.

National Council for the Studies (NCSS):

The NCSS framework consists of ten (10) thematic strands that form the basis for social studies. The NCSS standards can be found at <http://www.socialstudies.org/standards>. A summary of these strands can also be found on pages xv-xvii of the Obenchain and Morris text and page 43 of the Ellis text.

Na Honua Maui Ola Hawaii:

The Na Honua Maui Ola Hawaii provides guidelines for learners and educators regarding culturally healthy and responsive learning environments. Both Hawaiian and English language versions can be found at <http://www.olelo.hawaii.edu/pub/charle/NHMO.pdf>.

III. Course Goals and Objectives

In order to promote successful, aware, and literate teacher candidates, this class is committed to providing a rich learning environment in which all teacher candidates can:

- ❑ expand their awareness of the key concepts and generalizations in history, geography, civics, cultural anthropology, and economics appropriate for teaching elementary social studies
- ❑ develop competencies in creating multicultural and democratic classrooms necessary for developing the traits for responsible citizenry
- ❑ learn various teaching techniques to actively engage students from diverse backgrounds and with varying needs, interests and learning styles
- ❑ become familiar with a variety of instructional strategies for teaching social studies
- ❑ discover ways to integrate the social studies with other elementary curricular areas
- ❑ cultivate a reasoned and relevant understanding of myriad of tools and information technologies, including, but not limited to maps, graphs, primary sources, and computer-based applications that can be used for organizing, analyzing, interpreting and presenting social studies information
- ❑ practice critical thinking processes and a tolerance for differing points of views (see Elements of Reasoning handout)
- ❑ develop ways to plan, design and teach social studies in a way that promotes social action
- ❑ learn to employ a wide variety of approaches to formative, summative, and self-reflective assessment
- ❑ revisit, conference and resubmit assignments in order to reach a higher level of competency in expository writing.

Process goals for this class:

I value...

- manifesting evidence of self-reflection, honesty, accountability, and open mindedness
- demonstrating interest by taking the initiative “to find out” on your own, then sharing it

- raising questions, developing thoughtful answers, looking closely at your thinking
- making a serious effort to develop and improve how you express your thoughts both verbally and in writing
- seeking help when needed, coming on time, contributing to class discussions
- showing enthusiasm

I also believe that...

- your opinion is important
- demonstrating mutual respect and a positive attitude speaks volumes
- improvement is always possible
- working together to find a Plan B if needed
- the success of this course is as much in your hands as it is in mine

Product goals for this class:

This course is required by the university's EECE program. You will be responsible for the following, but not limited to writing reflections, analyzing educational articles, researching and sharing information, designing and presenting various lesson plans/units, developing rubrics, creating a unit plan, evaluating both yours and your peers work, visiting relevant sites to enhance your cadre of resources, and developing and refining a personal philosophy of teaching social studies.

IV. Course Instructional Procedures

As a community of learners, it is expected that each teacher candidate will actively participate in each class session. It is also expected that each participant will **be proactive**, taking responsibility for your own learning and assisting others when needed.

Attendance

Since this course emphasizes a myriad of instructional procedures, including collaborative and interactive classroom activities, it is extremely important that you attend class regularly and on time. There is no practical way to make up for missed class discussions, group work, and in-class activities. Trips, medical or dental appointments, teacher conferences, airport drop-offs and pick-ups, or other meeting should not be scheduled during our assigned class time.

It is your responsibility to inform the instructor of any absences. No work can be made up in place of your classroom attendance and participation. As a courtesy, please inform the instructor ahead of time if you know you will be absent or late for a class. **Frequent tardiness or missing class is a reflection of your character and professional dispositions. It also reflects your commitment to teaching and will negatively impact your final grade and/or continuation in the program.**

Assignments

Complete required readings before each class session.

All assignments are due at the beginning of the period on the dates indicated on the *Course Calendar* even if you are absent and/or unless specified by the instructor. All assignments turned in after the due date will be lowered one full grade equivalent. **No assignment will be accepted more than five (5) days after it is due.**

While teacher candidates are encouraged to collaborate with each other and to integrate knowledge from other courses, they are expected to follow the Student Code of Conduct (see UHM catalog). In particular, students must give credit to their sources and assignments completed for one course may not be used for credit in any other courses without the instructor's approval. Penalties may range from grade sanctions to expulsion from the university's teacher education program.

Final Grading Policy

Incompletes will not be given, except for reasons approved by the ITE chairperson and the UHM catalog. The letter grade which you receive at the end of the term will reflect your overall assessment of your performance in this course. Therefore, all requirements will be accordingly assessed and evaluated. See attached Course Requirements and Assessment Procedures.

V. Course Requirements and Assessment Procedures

See Attached.

VI. Course Calendar

See Attached.

Note: This is a tentative schedule. It is subject to change. You will be informed of any changes made to the attached course calendar.

COURSE REQUIREMENTS AND ASSESSMENT PROCEDURES

ITE 322: Social Studies, Elementary

Requirements	Description	Possible Points
Class attendance and participation	Attendance is recorded. (0-5 pts. X 16)	80
Written Responses	Complete 2-3 page written responses/reflections on a resource either provided by instructor or selected by self. <i>Requirements will be given in class. (0-10 pts. X 5)</i>	50
Interview a Professional Educator about SS	<i>Requirements will be given in class. (0-20 pts.)</i>	20
Philosophy of Social Studies	Complete 3-5 page composition describing your personal/professional philosophy of Social Studies. <i>Requirements will be given in class. (0-50 pts.)</i>	50
Visit a Point of Interest related to SS	<i>Requirements will be given in class. (0-25 pts.)</i>	25
Team SS Strategy Mini-Lesson/Presentation	<i>Requirements will be given in class. (0-50 pts.)</i>	50
Graphic Organizer/Outline for Unit	<i>Requirements will be given in class. (0-10 pts.)</i>	10
Thematic Unit (3-4 lessons)	<i>Requirements will be given in class. (0-50 pts.)</i> Must incorporate a minimum of 1 technology component.	50
TK20 Submission	Upload 1 complete lesson plan from Thematic Unit. <i>Requirements will be given in class. (0-25 pts.)</i>	25
Course and Instructor Evaluation	Complete a course and instructor evaluation at the end of the term. (0-10 pts.)	10
	Total Cumulative Possible Points	370

***Total possible points earned will be calculated according to the following percentages. Final letter grades will be recorded according to the following percentages:**

Grade	Percentages
A	90-100
B	89-80
C	79-70
D	69-60
F	Below 60