ELED 379: Social Studies Content for Elementary Teachers (2 cr)
Spring 2016
Wed/Fri 1:20 - 2:20
SEB 113
Prerequisite: none

Instructor: Kurt Johnson
Office: SEB 116
Office Hours: T/TH 8-10 & 1-4 or by appointment
Contact Information:
  • txt: (808) 779-0825
  • email: kurt.johnson@byuh.edu
  • office: (808) 675-3680

Course Description
An introduction to Social Studies topics associated with a K-6 curriculum. The course covers basic overviews of US History, key World History time periods, economic terms, government themes, particularly the US Constitution, geography and behavioral sciences.

School of Education Mission Statement
Recognizing the unique religious base of Brigham Young University Hawaii Campus, the mission of the School of Education is to prepare quality teachers to meet the needs of all students in today’s diverse and changing society by (1) instilling a love of life-long learning and developing problem-solving abilities; (2) teaching and modeling the best current educational practices, balanced with gospel principles; and (3) developing caring, compassionate, and collaborative individuals who are actively serving others at home, school, church and community, both locally and internationally.

Syllabus
This syllabus should not to be construed as an iron-clad contract between professor and students. The professor retains the right to adjust the course syllabus based on reasonable professional concerns. Any adjustments by the professor will be fully disclosed and discussed with the class.
Course Learning Outcomes

Upon successful completion of this course the student will:

a. Know European exploration and colonization in United States history and growth and expansion of the United States
b. Know about the American Revolution and the founding of the nation in United States history
c. Know the major events and developments in United States history from founding to present (e.g., westward expansion, industrialization, Great Depression)
d. Know about twentieth-century developments and transformations in the United States (e.g., assembly line, space age)
e. Understand connections between causes and effects of events
f. Understand the nature, purpose, and forms (e.g., federal, state, local) of government
g. Know key documents and speeches in the history of the United States (e.g., United States Constitution, Declaration of Independence, Gettysburg Address)
h. Know the rights and responsibilities of citizenship in a democracy
i. Know world and regional geography (e.g., spatial terms, places, regions)
j. Understand the interaction of physical and human systems (e.g., how humans change the environment, how the environment changes humans, importance of natural and human resources)
k. Know the uses of geography (e.g., apply geography to interpret past, to interpret present, to plan for future)
l. Know how people of different cultural backgrounds interact with their environment, family, neighborhoods, and communities
m. Know the major contributions of classical civilizations (e.g., Egypt, Greece, Rome)

n. Understand twentieth-century developments and transformations in world history
o. Understand the role of cross-cultural comparisons in world history instruction
p. Know key terms and basic concepts of economics (e.g., supply and demand, scarcity and choice, money and resources)
q. Understand how economics affects population, resources, and technology
r. Understand the government’s role in economics and the impact of economics on government
Standards Related to This Course

Association for Childhood Education International: Elementary Education Standards and Supporting Explanation (2007)

2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

State of Hawaii Teacher Performance Standards (http://www.htsb.org/standards/teacher/)

● 4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions and promote each learner’s achievement of content standards.
● 4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
● 4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
● 4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.
● 4(m) The teacher knows how to integrate culturally relevant content to build on learners’ background knowledge.
● 4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.
● 4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.
● 4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners’ critical analysis of these perspectives.
● 7(g) The teacher understands content and content standards and how these are organized in the curriculum.


This publication describes and explains the council's national standards for social studies teachers—standards that were approved initially by the NCSS Board of Directors on April 27, 1997, revised, and approved as revised by the board in September 2002. The publication consists of two general sections: (1) an introduction, which contains, in addition to this overview, information about the background and contexts in which the standards were developed, and a description of the audiences to which the standards are addressed; and (2) the standards themselves. The standards are of two types: (1) Subject Matter Standards, which outline in some detail the social studies content that social studies teachers should know and the skills and disposition they should possess in order to teach social studies to students appropriately, and (2) Pedagogical Standards, which outline in very
general ways the pedagogical knowledge, skills, and dispositions needed for general teacher effectiveness.

**Calendar (subject to change)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Teaching</th>
<th>Snacks</th>
<th>Topic(s)</th>
<th>Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Dr. Johnson</td>
<td>Introduction: Social Studies Content</td>
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<td></td>
<td>Dr. Johnson</td>
<td>Praxis and HCPS III Social Student Content</td>
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<tr>
<td>Week 2</td>
<td>Saeyeon/Kim</td>
<td>Kim</td>
<td>Geography: Terms</td>
<td>Exam 1</td>
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<tr>
<td></td>
<td>Dr. Johnson</td>
<td>Halia</td>
<td>Geography: Beyond the Terms</td>
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<tr>
<td>Week 3</td>
<td>Andy</td>
<td>Christine</td>
<td>World History: Classical civilizations (e.g., Egypt, Greece, Rome)</td>
<td>Exam 2</td>
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<tr>
<td></td>
<td>NA</td>
<td>NA</td>
<td>Kuhio Day Holiday: No School</td>
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<tr>
<td>Week 4</td>
<td>Christine</td>
<td>Andy</td>
<td>World History: Middle Ages to the Twentieth-century</td>
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<td></td>
<td>Saite/Toa</td>
<td>Toa</td>
<td>World History: Twentieth-century developments and transformations</td>
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<tr>
<td>Week 5</td>
<td>Dr. Johnson</td>
<td>US History: Pre-colonial America ( - 1607)</td>
<td></td>
<td>Exam 3</td>
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<td></td>
<td>Dr. Johnson</td>
<td>Sydnee</td>
<td>US History: Colonial America (1607-1763)</td>
<td></td>
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<tr>
<td>Week 6</td>
<td>Dr. Johnson</td>
<td>US History: Revolutionary Period (1764-1789)</td>
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<td></td>
<td>Dr. Johnson</td>
<td>US History: New Nation (1790-1828)</td>
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<tr>
<td>Week 7</td>
<td>McKayla</td>
<td>McKayla</td>
<td>The US Constitution: Articles I - VII</td>
<td>Exam 4</td>
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<tr>
<td></td>
<td>Melisa</td>
<td>Melisa</td>
<td>The US Constitution: Amendments 1-10 (Bill of Rights) &amp; 11-27</td>
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<tr>
<td>Week 8</td>
<td>Dr. Johnson</td>
<td>US History: Western Expansion &amp; Reform (1829-1859)</td>
<td></td>
<td>Exam 5</td>
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<tr>
<td></td>
<td>Jennie/Lea</td>
<td>Jennielynn</td>
<td>US History: Civil War (1860-1865) &amp; Reconstruction (1866-1877)</td>
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<tr>
<td>Week 9</td>
<td>Sydnee</td>
<td>Toa</td>
<td>US History: Gilded Age (1878-1889), Great War &amp; Jazz Age (1914-1928)</td>
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<td></td>
<td>Sheila/Halia</td>
<td>Sheila</td>
<td>US History: Depression &amp; World War II (1929-1945)</td>
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<tr>
<td>Week 10</td>
<td>Saeyeon/Kim</td>
<td>Saeyeon</td>
<td>US History: Modern Era (1946 - present)</td>
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<td></td>
<td>Riann</td>
<td>Riann</td>
<td>US History: Court Cases, Speeches, and Documents</td>
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<tr>
<td>Week 11</td>
<td>Dr. Johnson</td>
<td>Anthropology &amp; Sociology</td>
<td></td>
<td>Exam 6</td>
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<tr>
<td></td>
<td>Saite/Toa</td>
<td>Saite</td>
<td>Economics: basic concepts</td>
<td></td>
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<tr>
<td>Week 12</td>
<td>Dr. Johnson</td>
<td>Economics: government’s role</td>
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<td>Exam 7</td>
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<tr>
<td></td>
<td>Jennie/Lea</td>
<td>Lea</td>
<td>Hawaii: Pre-contact</td>
<td></td>
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<tr>
<td>Week 13</td>
<td>Eseta</td>
<td>Seta</td>
<td>Hawaii: ‘ahupua’a system</td>
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<tr>
<td></td>
<td>Halia/Shelly</td>
<td>Halia</td>
<td>Hawaii: Post-contact</td>
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<tr>
<td>Final</td>
<td></td>
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<td>Wednesday June 8, 1:00 pm – 3:50 pm (Comprehensive)</td>
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</table>
Optional

- Study Guides (handed out in class/available on Canvas)
- Praxis study guides, various publishers
  - Social Studies Subtest 5004
  - Elementary Education: Multiple Subjects 5001
- What Your 5th Grader Should Know: E.D. Hirsch, Jr. 2005

Assignments

This course focuses on content knowledge. Consequently, a majority of your grade will come from exams. All exams will be patterned after the Praxis Elementary Education Social Studies Subtest (5004). Additionally, you will be in charge of class instruction for one class period (with or without a partner).

<table>
<thead>
<tr>
<th>What</th>
<th>% of grade</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1-7</td>
<td>60%</td>
<td>You may drop two (2) exam scores.</td>
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<tr>
<td>Midterm Exam</td>
<td>15%</td>
<td>Comprehensive (exams 1-4)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
<td>Comprehensive (exams 1-7)</td>
</tr>
<tr>
<td>Class Instruction</td>
<td>10%</td>
<td>One class period. Study guide provided.</td>
</tr>
</tbody>
</table>

It is assumed that at this point in your teacher education program, you are able to do the following:

- Read, ponder, relate, evaluate.
- Discuss (present your viewpoint and comment objectively on other’s viewpoints).
- Organize yourself outside of class to get assignments done before the next class.
- Speak, and not offend, not be offended, discuss using cooperative skills.
- Use the computer i.e. word processor, simple desktop publishing, write creatively.
- Search for information using the library and the Internet.
Read me what you’ve got for your oral report so far, and I’ll time you.

Okay.

The French and Indian War, also known as the Seven Years’ War, went from 1756 to 1763.

It was fought between the colonies of British America and New France. It began as a land dispute at Fort Duquesne, the site of present-day Pittsburgh.

Twenty seconds.

It’s supposed to last eight minutes.

Right. At this point in the presentation, I’m going to have a stress-induced fainting spell.
Elementary Education: Social Studies Subtest (5004) Time: 50 minutes; Format: Selected response

<table>
<thead>
<tr>
<th>Social Studies Categories</th>
<th>Approximate Number of Questions</th>
<th>Approximate Percentage of Subtest</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. United States History, Government, and Citizenship</td>
<td>25</td>
<td>45%</td>
</tr>
<tr>
<td>II. Geography, Anthropology, and Sociology</td>
<td>16</td>
<td>30%</td>
</tr>
<tr>
<td>III. World History and Economics</td>
<td>14</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>55</td>
<td>100%</td>
</tr>
</tbody>
</table>

About This Subtest
The Elementary Education: Multiple Subjects: Social Studies subtest is designed to assess whether an examinee has the broad knowledge and competencies necessary to be licensed as a beginning teacher at the elementary school level. The 55 selected-response questions are based on the material typically covered in a bachelor’s degree program in elementary education.

This subtest may contain some questions that will not count toward your score.

Topics Covered
I. United States History, Government, and Citizenship
   A. Knows European exploration and colonization in United States history and growth and expansion of the United States
   B. Knows about the American Revolution and the founding of the nation in United States history
   C. Knows the major events and developments in United States history from founding to present (e.g., westward expansion, industrialization, Great Depression)
   D. Knows about twentieth-century developments and transformations in the United States (e.g., assembly line, space age)
   E. Understands connections between causes and effects of events
   F. Understands the nature, purpose, and forms (e.g., federal, state, local) of government
   G. Knows key documents and speeches in the history of the United States (e.g., United States Constitution, Declaration of Independence, Gettysburg Address)
H. Knows the rights and responsibilities of citizenship in a democracy

II. Geography, Anthropology, and Sociology
   A. Knows world and regional geography (e.g., spatial terms, places, regions)
   B. Understands the interaction of physical and human systems (e.g., how humans change the environment, how the environment changes humans, importance of natural and human resources)
   C. Knows the uses of geography (e.g., apply geography to interpret past, to interpret present, to plan for future)
   D. Knows how people of different cultural backgrounds interact with their environment, family, neighborhoods, and communities

III. World History and Economics
   A. Knows the major contributions of classical civilizations (e.g., Egypt, Greece, Rome)
   B. Understands twentieth-century developments and transformations in world history
   C. Understands the role of cross-cultural comparisons in world history instruction
   D. Knows key terms and basic concepts of economics (e.g., supply and demand, scarcity and choice, money and resources)
   E. Understands how economics affects population, resources, and technology
   F. Understands the government’s role in economics and the impact of economics on government