ELED 379: Social Studies Content for Elementary Teachers (2 cr)
Fall 2015
Wed/Fri 1:20 - 2:20
SEB 113
Prerequisite: none

Instructor: Kurt Johnson
Office: SEB 116
Office Hours: W/F 2:30-5:00 or by appointment
Contact Information:
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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

Standard Five: The effective teacher consistently demonstrates competency in content area(s) to develop student knowledge and performance. (Demonstrates knowledge of content)

- Teaches mastery of language, complex processes, concepts, and principles unique to content area(s).
- Connects knowledge of content area(s) to students’ prior experiences, personal interests and real life situations.
- Keeps abreast of current developments in content area(s).
- Teaches mastery of language, complex processes, concepts and principles unique to content area(s).
- Utilizes the school’s current technologies to facilitate learning in the content area(s).
- Connects knowledge of content area(s) to students’ prior experiences, personal interests and real-life situations.
- Possesses an understanding of technology appropriate to the content area, e.g. computer-assisted instruction

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.
### Calendar (subject to change)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Leader</th>
<th>Snacks</th>
</tr>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction: Social Studies Content</td>
<td>Dr. Johnson</td>
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<td>Praxis and HCPS III Social Student Content</td>
<td>Dr. Johnson</td>
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<td>Week 2</td>
<td>Discussion: HPCS III Social Studies Content Benchmarks</td>
<td>Dr. Johnson</td>
<td>Dr. Johnson</td>
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<td>Test Taking Skills</td>
<td>Dr. Johnson</td>
<td>Cassidy</td>
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<td>Week 3</td>
<td>Geography: Terms</td>
<td>Dr. Johnson</td>
<td>Davin</td>
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<td>Geography: World and Regional</td>
<td>Dr. Johnson</td>
<td>Davin</td>
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<td>Week 4</td>
<td>US History: Pre-colonial America (1607)</td>
<td>Dr. Johnson</td>
<td>Tonie</td>
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<td>US History: Colonial America (1607-1763)</td>
<td>Dr. Johnson</td>
<td>Winnie</td>
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<td>Week 5</td>
<td>US History: Revolutionary Period (1764-1789)</td>
<td>Dr. Johnson</td>
<td>Lacy</td>
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<td>US History: New Nation (1790-1828)</td>
<td>Dr. Johnson</td>
<td>Cassidy</td>
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<td>Week 6</td>
<td>The US Constitution: Articles I - VII</td>
<td>Tonie</td>
<td>Toni</td>
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<td>The US Constitution: Amendments 1-10 (Bill of Rights) &amp; 11-27</td>
<td>Lacy &amp; Tuli</td>
<td>Lacy</td>
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<tr>
<td>Week 7</td>
<td>US History: Western Expansion &amp; Reform (1829-1859)</td>
<td>Dr. Johnson</td>
<td>Kelsie</td>
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<td>US History: Civil War (1860-1865) &amp; Reconstruction (1866-1877)</td>
<td>Dr. Johnson</td>
<td>Gabby</td>
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<td>Week 8</td>
<td>US History: Gilded Age (1878-1889), Great War &amp; Jazz Age (1914-1928)</td>
<td>Dr. Johnson</td>
<td>Tuli</td>
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<td>US History: Depression &amp; World War II (1929-1945)</td>
<td>Dr. Johnson</td>
<td>Tuli</td>
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<td>Week 9</td>
<td>US History: Modern Era (1946 - present)</td>
<td>Dr. Johnson</td>
<td>Isapeli</td>
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<td>World History: Classical civilizations (e.g., Egypt, Greece, Rome)</td>
<td>Dr. Johnson</td>
<td>Voki</td>
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<td>Week 10</td>
<td>World History: Twentieth-century developments and transformations</td>
<td>Winnie &amp; Gabby</td>
<td>Diane</td>
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<td>Economics: basic concepts</td>
<td>Tonie</td>
<td>Isapeli</td>
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<td>Week 11</td>
<td>Economics: government’s role</td>
<td>Isapeli</td>
<td>Voki</td>
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<td>Hawaii: Pre-contact</td>
<td>Voki &amp; Diane</td>
<td>Diane</td>
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<td>Week 12</td>
<td>Hawaii: ‘ahupua’a system</td>
<td>Kelsie &amp; Davin</td>
<td>Kelsie</td>
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<td>Hawaii: Post-contact</td>
<td>Tina &amp; Cassidy</td>
<td>Tina</td>
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<td>Week 13</td>
<td>TBD</td>
<td>Dr. Johnson</td>
<td>Tina</td>
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Course readings/materials
Optional
- What Your 5th Grader Should Know: E.D. Hirsch, Jr. 2005
- Selected Documents and resources, as needed.

Assignments
As this course is based on content knowledge, the main area of content area assessment will be a series of competency exams. Each exam will range from 10-30 questions. Study guides for each section will be created by topic specialist groups and presented in class as part of daily lessons and activities.

- Competency exams 60% of final grade
- Comprehensive Final exam 10% of final grade
- Study notes/Journal 10% of final grade
- Specialist Topic 20% of final grade
Test:
1. What important event took place on December 16, 1773?

I do not believe in linear time. There is no past and future. All is one, and existence in the temporal sense is illusory. This question, therefore, is meaningless and impossible to answer.

When in doubt, define all terms and definitions.

Hocus-Pocus, Abracadabra!

I command my homework to do itself! Homework, be done!

Flip flip flip.

Rats.

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