CENTRAL WASHINGTON UNIVERSITY
EDEL 420 Methods and Materials of Elementary Social Studies, CWU
Dr. Kaviani, Fall 2010

EDEL 420 Methods and Materials of Elementary Social Studies - Elementary

SYLLABUS

<table>
<thead>
<tr>
<th>COURSE INFORMATION</th>
<th>Dept.</th>
<th>EDEL</th>
<th>Number: 420</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Title: Methods and Materials in the Social Sciences—Elem.</td>
<td>Section</td>
<td>Credits: 4</td>
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<td>Section:</td>
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<td>Credits:</td>
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<td>Campus:</td>
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<td>Central Washington University</td>
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<tr>
<td>Room:</td>
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<thead>
<tr>
<th>FACULTY CONTACT INFORMATION</th>
<th>Email:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name &amp; Title:</td>
<td>Phone: (509) 963 -</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Office Location: Campus &amp; Room</td>
</tr>
<tr>
<td></td>
<td>Central Washington University</td>
</tr>
</tbody>
</table>

OFFICIAL DESCRIPTION: Methods and Materials in the Social Sciences—Elem.
http://catalog.cwu.acalog.com/content.php?catoid=8&navoid=200

Please read this syllabus carefully.
If you have questions, talk with your study buddies and/or see me.

Access Online
- Washington State Social Studies Classroom Based Assessments (CBAs):
  http://www.k12.wa.us/SocialStudies/default.aspx
- NCSS Expectations of Excellence:
  Powerful and Authentic Social Studies (PASS): http://www.socialstudies.org/pass
- NCSS Resources: http://www.socialstudies.org/resources

Required Materials
You will need a 2 inch binder to organize your papers. In addition, you will use this binder to keep the articles assigned for this course and bring them to class.
Course Rationale and Objectives

The faculty and staff of the Department of Education at CWU are committed to ensuring that graduates are prepared to be outstanding educational leaders and facilitators of learning in school settings with diverse student populations. This course focuses on the pervasive examples of social studies in everyday life, meaning that candidates are expected to recognize social studies concepts within the routine interactions of the typical classroom.

The course is consistent with the following institutional missions and themes:
- Central Washington University's mission, "Docendo Discimus" (by teaching we learn);
- College of Education & Professional Studies' mission, "to prepare enlightened leaders;"
- Center of Teaching and Learning theme, "facilitators of learning in a diverse world;"
- Department of Teacher Education Programs' mission, "ensuring...outstanding educational leaders and facilitators of learning within a diverse school population."

The purpose of this course is to help students develop the necessary knowledge and skills to plan and implement a social studies curriculum that is consistent with the nature of a child and emphasizes the knowledge, dispositions, and skills necessary to nourish an effective citizen for a diverse world. Students will learn practical teaching methods that (a) help students understand historical thinking by DOING history through snapshot autobiographies, (b) construct inquiry lessons that examine important historical questions from multiple viewpoints, and (c) engage in shared inquiry through Socratic seminars, and (d) engage in examining art and society, as well as other models of effective teaching. Each method has multiple objectives and seeks to strengthen students’ knowledge, thinking ability, and civility.

The cultivation of democratic knowledge and character receives sustained attention in social studies courses, including its great tensions: unity/diversity, liberty/equality, and liberty/community. Why? Because there can be no democracy without democratic citizens who will study, protect, and promote democratic ideals.

Standards for Obtaining Course Objectives

We will consider four sets of standards in our learning activities and lesson planning:

1. Addressed in the course are the Ten Thematic Strands of Social Studies Teachers developed by the National Council for the Social Studies (NCSS, May 2008).
   - http://www.socialstudies.org/standards/strands
   - See also http://www.learner.org/channel/workshops/socialstudies/pdf/session4/4.NCSSThemes.pdf

   I. Culture
   II. Time, Continuity, and Change
   III. People, Places, and Environments
   IV. Individual Development and Identity
   V. Individuals, Groups, and Institutions
   VI. Power, Authority, and Governance
   VII. Production, Distribution, and Consumption
   VIII. Science, Technology, and Society
   IX. Global Connections
   X. Civic Ideals and Practices

2. Office of Superintendent of Public Instruction (Focusing on the Social Studies)
   - http://www.k12.wa.us/SocialStudies/default.aspx
RECOMMENDATIONS

... OSPI strongly recommends that districts use the state-developed CBAs and CBPAs to meet the requirements of RCW 28A.230.095. For districts following this recommendation, the expectation is that all students shall have the opportunity to complete:

<table>
<thead>
<tr>
<th></th>
<th>The Arts</th>
<th>Health/Fitness</th>
<th>Social Studies</th>
</tr>
</thead>
</table>
| Elementary | At least one CBPA in each of the arts disciplines they are studying (dance, music, theater, visual arts) by the end of 5th grade.  
  - 33 CBPAs are available at the elementary level. | At least one CBA in fitness by the end of 5th grade in 2008-09.  
  - At least one CBA in fitness AND at least one CBA in health by the end of 5th grade in 2009-2010.  
  - Recommended fitness CBAs in 2008-09 are Concepts of Health and Fitness or Get Fit Summer!  
  - Recommended health CBAs will be determined for 2009-10. | At least one CBA in social studies in the 3rd, 4th, AND 5th grades. The CBA at 4th or 5th grade needs to be in civics.  
  - Recommended civics CBAs are Whose Rules? and You Decide. |
| Middle School | At least one CBPA in each of the arts disciplines they are studying (dance, music, theater, visual arts) by the end of 8th grade.  
  - 36 CBPAs are available at the middle school level. | At least one CBA in health AND at least one CBA in fitness by the end of 8th grade.  
  - Recommended fitness CBAs are Concepts of Health and Fitness or Fitness Plan for Pat.  
  - Recommended health CBAs are Sara’s Story or Touring the Systems. | At least one CBA in social studies in the 6th, 7th, AND 8th grades. The CBA at 7th or 8th grade needs to be in civics.  
  - Recommended civics CBAs are Constitutional Issues and Checks & Balances. |
| High School | At least one CBPA in each of the arts disciplines they are studying (dance, music, theater, visual arts) by the end of high school.  
  - 37 CBPAs are available at the high school level. | At least one CBA in health AND at least one CBA in fitness by the end of high school.  
  - Recommended fitness CBAs are Concepts of Health and Fitness or Fitness Planning.  
  - Recommended health CBAs are Dear “Stressed and Depressed,” Cafeteria Choices, or New Student Orientation. | At least one CBA in social studies in each of the courses required for graduation. A CBA in civics must be administered in the 11th or 12th grade.  
  - Recommended civics CBAs are Constitutional Issues and Checks & Balances. |


1.0 Common Core: Knowledge of Academic Content (Candidates understand and apply knowledge of the arts, English language arts, health-fitness, mathematics, science, and social studies.)
1.6 Social Studies
1.6.1 Civics
1.6.3 Geography
1.6.4 History
2.4 Understand children’s varied approaches to learning and ways of accessing the curriculum.
3.0 Common Core: Learning community (Candidates establish classroom communities that support learning and positive human relationships.)
4. Common Core: Instruction (Candidates design and execute a wide range of instructional plans and strategies that support learning within and across academic content areas.)
5.0 Common Core: Assessment (Candidates design and implement a wide range of assessment strategies that support learning within and across academic content areas.)

(3) **Standard V: Knowledge and Skills (Teachers)** Building on the mission to prepare educators who demonstrate a positive impact on student learning on the Improvement of Student Achievement act of 1993 (1209), the following evidence shall be evaluated to determine whether each preparation program is in compliance with the program approval standards of WAC 181-78A-270:

5.1 A, B. Knowledge of Subject Matter and Curriculum Goals
5.2 A, B, C, D. Knowledge of Teaching
5.3 A, B, C, D. Knowledge of Learners and their Development in Social Context
5.4 B. Understanding of Teaching as a Profession

### Standard V

#### Standard 5.1: Knowledge of Subject Matter and Curriculum Goals

<table>
<thead>
<tr>
<th>Criteria - Teacher candidates positively impact student learning that is:</th>
<th>Teacher-Based Evidence</th>
<th>Student-Based Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Content driven. All students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology.</td>
<td>The content in the unit plan reflects enduring understandings and depth of thinking which is aligned with curriculum standards.</td>
<td>Communicate the learning targets and their progress toward them.</td>
</tr>
<tr>
<td>B. Aligned with curriculum standards and outcomes. All students know the learning targets and their progress towards meeting them.</td>
<td>The candidate provides opportunity for integration of reading, writing, and mathematics across content areas.</td>
<td>Communicate the support and resources that can be accessed to help them achieve the learning targets.</td>
</tr>
<tr>
<td>C. Integrated across content areas. All students learn subject matter content that integrates mathematical, scientific, and aesthetic reasoning.</td>
<td>The content in the unit plan reflects enduring understandings and depth of thinking which is aligned with curriculum standards.</td>
<td>Articulate the thinking strategies used to achieve the learning targets.</td>
</tr>
</tbody>
</table>

Description of Practice: *Teacher candidates design/adapt developmentally appropriate instruction that is informed by the following: GLEs, curriculum standards, enduring understanding of content, and depth of thinking.*

#### Standard 5.2: Knowledge of Teaching
<table>
<thead>
<tr>
<th>Criteria - Teacher candidates positively impact student learning that is:</th>
<th>Teacher-Based Evidence</th>
<th>Student-Based Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher demonstrates capacity to provide effective learning experiences.</td>
<td>Teacher demonstrates capacity to provide effective learning experiences.</td>
<td>Students demonstrate engagement in effective learning opportunities.</td>
</tr>
<tr>
<td>A. Informed by standards-based assessment. All students benefit from learning that is systematically analyzed using multiple formative, summative, and self-assessment strategies.</td>
<td>The assessment(s) selected provide useful information.</td>
<td>Review their performance and set personal learning goals based on those assessments.</td>
</tr>
<tr>
<td>B. Intentionally planned. All students benefit from standards-based planning that is personalized.</td>
<td>The assessment results inform subsequent instruction.</td>
<td>Communicate the relationship between assessment and learning targets.</td>
</tr>
<tr>
<td>C. Influenced by multiple instructional strategies. All students benefit from personalized instruction that addresses their ability levels and cultural and linguistic backgrounds.</td>
<td>Plans are made to move students who are not at standard to standard.</td>
<td>Use a variety of learning strategies and can explain the effectiveness of their choice.</td>
</tr>
<tr>
<td>D. Informed by technology. All students benefit from instruction that utilizes effective technologies and is designed to create technologically proficient learners.</td>
<td>Instruction is designed purposefully considering context, the standards base, and the research base.</td>
<td>Articulate how proper and efficient use of technology enhances learning.</td>
</tr>
</tbody>
</table>

**Description of Practice:** Teacher candidates use instructional strategies to develop critical thinking, problem solving, application and understanding of curricular content. They differentiate instruction to meet individual needs and use content knowledge to inform instructional practice. They apply multiple formative and summative assessment strategies to assess student learning and inform their instruction, use assessment results to determine effectiveness of instruction, and modify teaching practices based on assessment results.
### Standard 5.3: Knowledge of Learners and their Development in Social Contexts

<table>
<thead>
<tr>
<th>Criteria - Evidence of teacher candidate practice reflect planning, instruction, and communication that is:</th>
<th>Teacher-Based Evidence Teacher demonstrates capacity to provide effective learning experiences.</th>
<th>Student-Based Evidence Students demonstrate engagement in effective learning opportunities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Learner centered. All students engage in a variety of culturally responsive, developmentally, and age appropriate strategies.</td>
<td>The instructional plans reflect the context of the learner, including individual variables as well as classroom, school, family, neighborhood, and community.</td>
<td>Communicate the development and maintenance of a learning community.</td>
</tr>
<tr>
<td>B. Classroom/school centered. Student learning is connected to communities within the classroom and the school, including knowledge and skills for working with others.</td>
<td>Teaching practices are modified by contextual information including assessment results, school community context, family context, and community context.</td>
<td>Communicate how the learning from a series of lessons connects with communities within and outside of the school.</td>
</tr>
<tr>
<td>C. Family/Neighborhood centered. Student learning is informed by collaboration with families and neighborhoods.</td>
<td>The classroom climate demonstrates an understanding of democratic principles.</td>
<td></td>
</tr>
<tr>
<td>D. Contextual community centered. All students are prepared to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society.</td>
<td>Lesson plans reflect understanding of research based best practice, demonstrate reflection and adjustment of instruction, and lead to identification of areas for professional growth</td>
<td></td>
</tr>
</tbody>
</table>

**Description of Practice:** *Teacher candidates merge knowledge of learning, child/adolescent development, and their diverse learners with a repertoire of teaching and communication strategies to make instructional decisions. They seek information from multiple communities; consider student learning in the context of social, political, environmental, and economic systems; and create opportunities for students to participate in responsible civic engagement, including developmentally appropriate self-governance.*
Standard 5.4: Understanding of Teaching as a Profession

<table>
<thead>
<tr>
<th>Criteria - Teacher candidates positively impact student learning that is:</th>
<th>Teacher-Based Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher demonstrates capacity to provide effective learning experiences.</td>
<td></td>
</tr>
<tr>
<td>A. Informed by professional responsibilities and policies. All students benefit from a collegial and professional school setting.</td>
<td>Participate in collaborative learning communities and develop collegial relationships.</td>
</tr>
<tr>
<td>B. Enhanced by a reflective, collaborative, professional growth-centered practice. All students benefit from the professional growth of their teachers.</td>
<td>Complete regular needs-based self reflection resulting in a draft professional growth plan.</td>
</tr>
<tr>
<td>C. Informed by legal and ethical responsibilities. All students benefit from a safe and respectful learning environment.</td>
<td>Demonstrate dispositions that enhance learning and professional development.</td>
</tr>
<tr>
<td></td>
<td>Abide by the Washington State Code of Professional Conduct.</td>
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<td></td>
<td>Understand the issues related to abuse and neglect as well as mandated reporting procedures.</td>
</tr>
</tbody>
</table>

Description of Practice: *Teacher candidates demonstrate dispositions that enhance learning and professional development. They demonstrate knowledge about professional and ethical responsibilities, know relevant law and policy, and use appropriate and respectful verbal and written communication. They additionally increase knowledge of key concepts, tools of inquiry, effective interventions, and assessments for the subjects they teach; and adjust instruction based on reflection in practice.*

For more information related to Standard V, please visit these web sites:


http://www.k12.wa.us/certification/profed/ProgramApprovalReview.aspx

(4) Central Washington University Center for Teaching and Learning
National Council for Accreditation of Teacher Education (NCATE)
http://www.cwu.edu/~ectl/CTL_Standards.pdf

CTL.1 DOMAIN: Candidates demonstrate subject matter knowledge in areas of endorsement
CTL.1.1 STANDARD: Candidates demonstrate subject matter knowledge in areas of endorsement
CTL.1.2 STANDARD: Candidates demonstrate pedagogical content knowledge
CTL.1.3 STANDARD: Candidates demonstrate professional and pedagogical knowledge and skills
CTL.1.4 STANDARD: Candidates reflect dispositions expected of professional educators
CTL.1.5 STANDARD: Candidates demonstrate a positive impact on student learning.
### Learner Outcomes and Assessment

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment Tool or Process</th>
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<tbody>
<tr>
<td>The Students will be able to…</td>
<td></td>
</tr>
<tr>
<td>identify the steps involved in historical investigation/reasoning.</td>
<td>Assessment will be based on creation of an autobiography brochure and written responses to exam questions related to historical reasoning.</td>
</tr>
<tr>
<td>write a thesis based on several data sets that they have examined in an inquiry lesson.</td>
<td>Assessment will be based on creation of an inquiry lesson plan (template provided) on U.S. history, civic, economics or geography issues for a specific grade level. Also, students will be assessed based on responses to exam questions about inquiry lesson design.</td>
</tr>
<tr>
<td>conduct effective Socratic discussion</td>
<td>Students will design two Socratic seminar lesson plans (related to U.S. history, economics, civics, or geography) with appropriate assessment tools. They will also lead two seminars (one in the classroom and one in the community). They will answer a series of questions related to the seminar that they conducted in the community and post their answers on Blackboard. Also, students will be assessed based on responses to exam questions centered on elements of effective Socratic discussion.</td>
</tr>
<tr>
<td>construct effective arguments</td>
<td>Students will produce arguments based on models presented in class.</td>
</tr>
<tr>
<td>explain economic concepts (i.e. supply, demand, scarcity, money, etc.)</td>
<td>Assessment will be based on performance on homework exercises and exam problems centered on economic concepts and their applications.</td>
</tr>
<tr>
<td>Create a mini-unit of instruction</td>
<td>Students will produce a mini-unit that is made up of one inquiry lesson plan and two Socratic seminars, plus a reflection paper about their work.</td>
</tr>
</tbody>
</table>

- **Suggested Unit Outlines for the Social Studies Grade Level Expectations (GLEs):**
  - [http://www.k12.wa.us/SocialStudies/EALRs-GLEs.aspx](http://www.k12.wa.us/SocialStudies/EALRs-GLEs.aspx)

### Required Technology

All students must have access to a word processor and an online connection in order to receive electronic mail and to access the Blackboard online learning environment. Students are expected to consult their university email accounts daily; it is their responsibility to arrange for mail to be forwarded to a different account if that is not their primary one. The instructor will only communicate via the CWU address. All students must have an active LiveText account, and must provide the instructor with the username. In addition, students may be expected to share documents with colleagues for peer feedback. Admission to and continuation in the Teacher Education Program requires that you purchase LiveText. You must present “proof of purchase” to the certification office. Note: Students who fail to post artifacts on their LiveText account will not receive credit for the assignment and may fail the course.

**LiveText Help Available in Black Hall:**

Room: Black Hall 231  
Phone: (509) 963-1671  
Email: LiveText@cwu.edu

### Classroom Environment

The essence of what we learn in this course is how to teach students to participate as knowledgeable citizens in a democracy. This knowledge suffers when voices are marginalized or shut out of the conversation because democracy thrives upon inclusion. If you are a person who enjoys sharing in groups, we value your comments very
much, but please provide the space for others to share their comments as well. If you are a person who is apprehensive about commenting in group settings, please share your ideas. For this democratic environment to work, we must support each other in creating a safe environment to share our ideas even though we might disagree at times. The expression of such differences and the search for common ground is at the heart of democratic education in a multicultural society.

**Americans with Disabilities Act Statement**
Students with disabilities who wish to set up academic adjustments in this class should give me a copy of their “Confirmation of Eligibility for Academic Adjustments” from the Disability Support Services Office as soon as possible so we can discuss how the approved adjustments will be implemented in this class. Students without this form should contact the Disability Support Services Office, Bouillon 205 or send an email to dssrecept@cwu.edu or call 509-963-2171 immediately.

**Assignments**

Writing is a powerful form of communication. Writing standards help us better understand each other. Please observe writing standards and conventions. APA 6th Standards should govern your style, format, and references. If you have questions about APA 6th Standards please refer to: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)

Click on the link below for OSPI suggested unit outlines that focus on the Native Americans of Washington State. Choose a grade level (3rd - 8th grade) that you want to learn more about and/or it is out of your comfort zone in order to develop additional expertise.

- **Suggested Unit Outlines for the Social Studies Grade Level Expectations (GLEs):**
  - [http://www.k12.wa.us/SocialStudies/EALRs-GLEs.aspx](http://www.k12.wa.us/SocialStudies/EALRs-GLEs.aspx)
  - 4th Grade: Washington State History (*local tribe history*): Whose Rules?, Dig Deep-Analyzing Sources, People on the Move
  - 5th Grade: US History (pre-colonial period to Independence): You Decide, Causes of Conflict, What's the Big Idea?
  - 7th Grade: World History, continued (600 – 2450) & WA State History (*local tribal history*)

The inquiry and Socratic seminar lessons that you create should relate to each other and form your mini unit plan. The reflection paper that you write should be about all the lessons you have created, including the autobiography.
**STUDENT PLANNER**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance + Participation (in class assignments and activities)</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>On time attendance + participation: 100%</td>
<td></td>
<td></td>
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<tr>
<td>Tardy &lt;10 min: 50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Late &gt;10 min: 30% or less</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Autobiography</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Inquiry Lesson Plan Appropriate for K-8 (Focus on the indigenous people of Washington State and Washington State History)</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Two Socratic Seminar Lesson Plans (Special Assignment)</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Reflection Paper about your mini unit</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td><strong>LiveText Requirement</strong> completed on or before the stated due date.</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>FINAL EXAM</strong></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>770</td>
<td></td>
</tr>
</tbody>
</table>

Submit to LiveText (visit Black Hall, Room 231 for help) Tel: 509-963-1671

- Revised and improved inquiry lesson plan
- 2 Socratic seminar lesson plans (ticket, student self evaluation, seminar text, seminar rules)
- Reflection Paper (see syllabus and the Student Teacher Handbook)

- Please note: Late work (under 10 days past due date) receives 50% of the points possible.
- Final exam must be completed by the assigned time (see the last page of syllabus).
- Redo assignments earn up to 75% of the points possible.

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-94%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
</tbody>
</table>

**Attendance and Participation:**
In essence, each class is a laboratory where we construct knowledge about how we can become better teachers. We learn from each other in ways that we cannot learn independent of each other. For this reason, attendance and participation are considered assignments. There will be in class assignments and activities that require your presence. Therefore, to earn 100% of the points possible, you need to be present in order to participate in the activities. If tardy (late to class, under 10 minutes) you earn 50% of the points, and if late to class (more than 10 minutes), you earn 30% or less.
Responses:
You will write a series of responses to class readings or activities. The responses will serve three purposes. First, they will introduce you to resources and issues related to social studies education. Second, your answers will scaffold small group discussion in class. Third, your answers will help me assess your understanding of key texts. Late assignments receive 50% of the points. Assignments that are more than ten days late, receive zero points.

Response #1, plus the list of resources are designed to introduce you to a variety of useful curriculum and information that you may utilize when designing lessons and writing your reflection paper. Additional resources will be shared in class.

Teaching Resources

Browse through these publications that are available at the CWU Curriculum Library in Black Hall. These could be useful resources when designing lessons.
(1) Cricket
(2) Click
(3) Ladybug
(4) National Geographic Kids
(5) Ranger Rick
(6) National Geographic World
(7) Highlights for Children
(8) Stone Soup
(9) Cobblestone
(10) Storypath

Online Resources

- ✓ Suggested Unit Outlines for the Social Studies Grade Level Expectations (GLEs):
  - http://www.k12.wa.us/SocialStudies/EALRs-GLEs.aspx

Browse through these web sites for curriculum ideas and materials.

#1: Learner.org: http://www.learner.org/
Click on SOCIAL STUDIES AND HISTORY.
  - Preview a few of these lessons (sign on as a new user to access the lessons). Focus on the teacher’s role and students’ responses.

#2: The Civic Mission of Schools http://civicmissionofschools.org/index.html
  - What is the connection between civic learning to democracy? Explain.

#5: Constitutional Rights Foundation: http://www.crf-usa.org/
#7: Partnership for the 21st Century Skills http://21stcenturyskills.org/route21/
#8: Howard Zinn http://www.zinnedproject.org/
#9: Global Strategy Institute (7 Revolutions)
#10: World Affairs Council (Curriculum Resources)
http://world-affairs.org/resources.html
#11: Paideia Active Learning
http://www.paideia.org/content.php/system/index.htm
#12: National Geographic
http://www.nationalgeographic.com/resources/ngo/education/standards.html
#13: Geography Standards
#14: Online Newspapers and Magazines From Around the World
http://www.onlinenewspapers.com/
#15: Free Online Encyclopedia of Washington State History
http://www.historylink.org/
#16: Storypath
http://fac-staff.seattleu.edu/mmcguire/web/
#17: The Great Books Foundation
http://greatbooks.com/
#18: Washington Library Media Association
http://www.wlma.org/ebooks
#19: American Library Association
http://www.ala.org/
#20: Teaching History
http://teachinghistory.org/13

Other Social Studies Related Web Sites:

http://www.procon.org/
http://www.bitterlemons.org/
http://www.albany.edu/jmmh/vol3/chicano/chicano.html
http://www.digitalhistory.uh.edu/modules/mex_am/index.cfm
http://www.besthistorysites.net/USHistory.shtml
http://www.ushistory.org/
http://www.lib.washington.edu/subject/history/tm/native.html
http://www.americanindians.com/
http://www.proteacher.com/090019.shtml
http://www.proteacher.com/090018.shtml
http://ericir.syr.edu/Virtual/Lessons/crossroads/sec3/index.html
Useful Resources for Social Studies Washington Educator Skills Tests (WEST)

Then and Now + A Lot More
http://www.pbs.org/kcet/publicschool/index.html

Bleeding Kansas

United States Civil War
http://www.us-civilwar.com/

Whig Party
http://www.us-civilwar.com/whig.htm

Central Pacific Railroad Photographic History Museum
http://cprr.org/Museum/Chinese.html

Smithsonian Institution (Why Build the Panama Canal?)
http://www.sil.si.edu/Exhibitions/Make-the-Dirt-fly/index.html

The American Federation of Labor and Congress of Industrial Organizations (AFL-CIO)
http://www.aflcio.org/

Harry S. Truman Library and Museum
http://www.trumanlibrary.org/teacher/potsdam.htm

Korean War Educator (Home Page)

The History of Jim Crow
http://www.jimcrowhistory.org/

National Security Act of 1947 (two websites to read)

The Intelligence Community
http://www.intelligence.gov

Digital History: Landmarks in Immigration History
http://www.digitalhistory.uh.edu/historyonline/immigration_chron.cfm

US Dept. of Defense (www.defense.gov)

The CPA Journal: The S&L Crisis – Putting Things in Perspective
http://www.nysscpa.org/cpajournal/old/08033828.htm

PBS NEWSHOUR
http://www.pbs.org/newshour/

The George Washington University Research Library
http://www.gwu.edu/~media/pressrelease.cfm?ann_id=30287

The National Security Archive (The George Washington University)
http://www.gwu.edu/~nsarchiv/

Cost of Saving and Loan Crisis

Ancient Chinese Technology
http://library.thinkquest.org/23062/

Ancient Sumeria
http://history-world.org/sumeria.htm

Elam & Ancient Iran (The Persians)
http://www.crystalinks.com/elam.html

The Akkadians
http://history-world.org/sargon_the_great.htm

Exploring Ancient World Cultures (Plato, Socrates, etc)
http://eawc.evansville.edu/grpage.htm

A link to Roman History Questions:
http://www.funtrivia.com/quizzes/history/ancient_history/roman_history.html

The Crusades (Internet Medieval Sourcebook)
http://www.fordham.edu/halsall/sbook1k.html
Sigmund Freud (1856-1939)
http://www.iep.utm.edu/f/freud.htm

Additional “West E Social Studies” resources are available online. Here is an example:
www.xamonline.com

History Link
http://www.historylink.org/

Tribal Sovereignty Resources
http://research.ewu.edu/tribal

Treaties

Culturally Responsive Curriculum for Secondary Schools
http://nwindian.evergreen.edu/curriculum/index.html

Curriculum / Bibliography Matrix
http://education.wsu.edu/nativeclearinghouse/online/#curriculum

Columbia River Inter-Tribal Fish Commission
http://www.critfc.org/index.html

Trailtribes.org: History with a tribal perspective, along trails followed by Lewis and Clark
http://www.trailtribes.org/

Tamastslikt Cultural Institute
http://www.tamastslikt.org/

Yakima Nation Museum and Cultural Center

Confederated Tribes of the Colville Reservation
http://www.colvilletribes.com/

Spokane Tribe of Indians
http://www.spokanetribe.com/

Kalispel Tribe of Indians
http://www.kalispeltribe.com/

NorthWest Indian News (Video)
http://www.nwin.tv/NWIN24.html
Paddle Journey and other info.
http://community-2.webtv.net/elwha2/NWNativeTV/

Tulalip Tribes
http://www.tulaliptribes-nsn.gov/

Muckleshoot Indian Tribe
http://www.muckleshoot.nsn.us/

Puyallup Tribe of Indians
http://www.puyallup-tribe.com/

Nisqually Indian Tribe
http://www.nisqually-nsn.gov/
The Chehalis Tribe
http://www.chehalistribe.org/

Quinault Indian Nation
http://209.206.175.157/

Lummi Nation
http://www.lummi-nsn.org/

Noxwsa7aq Indian Tribe
http://www.nooksack-tribe.org/

The Port Gamble S'Klallam Tribe
http://www.pgst-nsn.us/

Jamestown S'Klallam Tribe
http://www.jamestowntribe.org/

Swinomish Indian Tribal Community
http://www.swinomish-nsn.gov/

Squaxin Island Tribe
http://www.squaxinisland.org/

The Suquamish Tribe
http://www.suquamish.org/

Cowlitz Indian Tribe
http://www.cowlitz.org/

Chinnok Indian Nation
http://www.chinooknation.org/

The Confederate Tribes of Warm Springs
http://www.warmsprings.com/
Skokomish Tribal Nation
http://www.skokomish.org/

Coeur d’Alene Tribe
http://www.cdatribe-nsn.gov/

The Quileute Tribe
http://www.quileutenation.org/

Stillaguamish Tribe of Indians
http://www.stillaguamish.com/

Samish Indian Nation
http://www.samishtribe.nsn.us/

☑️ Tribal Sovereignty Curriculum
http://tribalsov.ospi.k12.wa.us/
Reading Response #1

Name: (your name)  
Course: EDEL 420  
Date:  
Professor: Dr. Kaviani

This important assignment is designed to introduce you to a wide range of topics that affect social studies teachers. After completing this assignment, you may want to save your work for future reference. Bring your work to class to share and discuss. You may be asked to turn in your work.

**OSPI & NCSS**

**Question #1:** Describe the elementary civics for “You Decide” and “Whose Rules?” Be sure to include information about the scoring guide as well. See “EALR 5 SOCIAL STUDIES SKILLS, Page 62”

1✔ Washington State Social Studies Classroom Based Assessments (CBAs):  
http://www.k12.wa.us/SocialStudies/default.aspx

**Question #2:**  
(A) Browse through the “highlights” and become familiar with the CBAs for social studies. What information did you find most relevant to your work? Explain.  
(B) What is social studies education?  
(C) What capacities does social studies curriculum build in young people?  
(D) What is responsible citizenship?  
2✔ http://www.k12.wa.us/SocialStudies/CBAs/elementary.aspx  
http://www.k12.wa.us/SocialStudies/WhatisSocialStudies.aspx

Click on the Word (below) to locate the document:

**View/Print this manual**  
K-12 Social Studies Grade Level Expectations (GLEs)

- 8 1/2" x 14" - (PDF) (Word) 92 pages

**Question #3:** Describe at least three suggested unit outlines for different grades in the social studies.

3✔ Suggested Unit Outlines for the Social Studies Grade Level Expectations (GLEs):  
http://www.k12.wa.us/SocialStudies/EARLs-GLEs.aspx

**Question #4:** Read the 2007 Standards for Elementary Education: 1.6, 2.0, 3.0, 4.0, and 5.0 and their related standards. How do you plan to meet them?


Question #5: What did you learn from these three web sites above that relate to your work?

5✓ For more information related to Standard V, please visit these web sites:
http://www.k12.wa.us/certification/profed/ProgramApprovalReview.aspx

Question #6: What are the Ten Themes? What additional Theme would you add? Why?


Question #7: What is Performance-Based Pedagogy Assessment (PPA) and how does it relate to your future career?
http://www.k12.wa.us/certification/profed/PPA.aspx
Please use this template for your inquiry lesson plan that focuses on Washington State and/or the Indian Tribes of Washington State. See syllabus for online resources for this assignment.

Your Name: EDEL420
Date: Lesson Type: Inquiry

Title of Lesson: (Write your inquiry question here)

Overview
Write an introductory paragraph that describes: (1) grade level; (2) subject area; (3) description of the inquiry process; (4) learning activities; (5) placement of lesson within the larger curriculum; (6) and the importance and purpose of this lesson.

Objectives
List the specific EALRs/GLEs/CBAs along with their descriptions from the OPSI web site

- 
- 
- 

Content Objectives: (what do you want your students to learn in this lesson?) Students will be able to…

- 
- 
- 

Higher-Order Thinking Outcomes: Students will be able to…

- 
- 
- 

Social/Civic Outcomes: Students will be able to…

- 
- 
- 

Assessment: Formative (informal) and Summative (formal)
Describe how you will know if students have achieved the stated learning objectives for this lesson. The assessment should align with the objectives. Specify the formal and informal assessment strategies you have used. Remember to include an appropriate grading rubric for the formal assessment. See OPSI for example of grading rubric.

Curriculum Integration
Describe how you will integrate the lesson with (at least two of these) writing, language arts, mathematics, and/or science. Be as specific as possible.

Accommodation of Diverse Learners
Describe how you will accommodate the variety of abilities and differences within your classroom. How will you scaffold the success of all learners (English Language Learners, Gifted students, students with disabilities, etc)? BE SPECIFIC about at least two types of learners. Visit this web site for information about learning styles: http://www.ldpride.net/learningstyles.MI.htm

Logistics and Resources
Amount of time required to teach this lesson:
Necessary materials (i.e. handouts, data projector, books, poster paper, markers)
The physical setup of the classroom:

Step 1: Engagement (hook)
- Include a mock teacher-talk: Teacher telling students the learning objectives of the lesson in simple language so that students can understand
- Justify the importance of this lesson. Why should they care about this lesson?
- Specify/Explain a short appropriate activity you would introduce to pique their interest in this lesson. This activity needs to contain sufficient information so that they can come up with an initial hypothesis that answers the inquiry question.
- Write the main inquiry question in bold.

Step 2: Hypothesis Development
Provide the teacher-talk: Explain how you will elicit hypotheses from students that show they have understood the information you have provided. Next, show how you elicit their responses to answer the main inquiry question. Also, explain how and where you will publically record their hypotheses (create a public document) and how you will make a transition to data collection.

Step 3: Data Gathering: First Data Set and Hypothesis Revision
A data set contains a small chunk of information that will help students revise their hypotheses. Write a brief description of the data set and include copies of the data set (i.e. photos and texts) at the end of the lesson plan. If your data set is an artifact that can’t be included with your lesson plan because of format (i.e. audio or video clip), provide a good description of it and where it can be found online. Describe the data gathering.

Based upon students’ interaction with the data sets, students will revise their hypotheses to incorporate the new information. Describe how you will ask students to revise their hypotheses. What questions will you ask? Also describe how each student will demonstrate hypothesis revision. This demonstration can be written, graphic, or spoken, but each student must revise the hypotheses. Similar to Step 2, be sure to address the ongoing public document creation. Be explicit about this process all throughout your lesson where appropriate.

Step 4: Second Data Set and Hypothesis Revision
Same requirements outlined in step 3.
Step 5: Third Data Set and Hypothesis Revision
Same requirements outlined in step 3.

Step 6: Fourth Data Set and Hypothesis Revision
Same requirements outlined in step 3.

Step 7: Conclusion (closure)
Describe how students will report their findings (e.g. orally, written, graphic, and dramatic). Next, describe how you will sum up the lesson. This summary should include asking students what they learned from the inquiry process. Make connections to the work of scientists such as historians, geographers, and psychologists who support their hypotheses with evidence. Ask your students about the inquiry sequence they experienced. Ask them what they think about the meaning of jumping to conclusions and closed minded. When you evaluate their written work, determine whether their theses are supported by data that were presented in your lesson.

✓ Did you remember to double space, and number all the pages?
✓ Did you remember to include all the data sets and label them clearly?
✓ Did you have someone else read your paper for grammar and fluency?
✓ Did you have a descriptive title for each data set used?

Please familiarize yourself with the Student Teacher Handbook.
http://www.cwu.edu/~edfoundations/documents/st_Handbook.doc
Grading Rubric for Inquiry Lesson Plan

Name: __________________________

A = Adequate for full points (Claims are supported with evidence from text)
I = Incomplete: Need to provide specific examples to support claims. Statements are too general.
M = Missing: Question has not been addressed.
W = Writing conventions are not observed.

___ The inquiry question is clear and focuses on an important issue
___ Overview is clear (Description of the inquiry process that includes the learning activities, lesson placement in the curriculum, the purpose or rationale for the lesson, grade level)
___ Objectives are clear (EALRs, CBAs, Content, HOTS, Civility)
___ Assessments are aligned with the stated objectives (informal/formative and formal/summative assessments are clear and appropriate)

___ Curriculum integration with at least two other areas
___ Accommodation of diverse learners (at least two types)
___ Logistics of learning activities, resources needed, description of physical set up of the classroom, time allotted to teach this lesson is appropriate

___ Step 1: Hook/Engager is appropriate and has enough information for students to come up with an initial hypothesis. Teacher talk is clear. Rationale/importance of the lesson is clear.
___ Step 2: Hypothesis Development (teacher talk is clear)
___ Step 3: First data set and hypothesis revision (teacher talk is clear)
___ Step 4: Second data set and hypothesis revision (teacher talk is clear)
___ Step 5: Third data set and hypothesis revision (teacher talk is clear)
___ Step 6: Fourth data set and hypothesis revision (teacher talk is clear)
___ Step 7: Conclusion (Closure)

___ W: Difficult to read due to not observing writing conventions: -20, -15, -10, -5

___ Double Spaced, one inch margins, font size 12, Times New Roman, pages numbered (-10, -8, -6, -4, -2)
___ Please redo this assignment. Maximum points possible: 75 points.

Points:_____/100
References

Special thanks to Dr. Walter Parker, my mentor and friend for his dedication to quality social studies education. Also, thank you Dr. Don Woodcock for sharing resources about the indigenous people of Washington State.

snapshot Autobiography Checklist

Name_______________________________________________

_______ your book has a title page
_______ your book has a table of contents naming each event
_______ 4 events are well described, one per "page"
_______ each description is typed
_______ each image is illustrated by hand or computer generated.
_______ each event describes a “turning point” (description and significance are included)
_______ folded paper looks like an accordion book (travel brochure)
_______ timeline shows these events along a birth-to-today line + legend/key
_______ audience: friends, teachers, parents, and grandparents.
   Events you have described should be appropriate for this audience.

**************************************************
_______ 1-2 typed page (double-spaced) reflection on selection and reliability of your autobiography. (not required for this assignment)
_______ There are four distinct paragraphs that address the four sections.

**************************************************

100% Followed instructions precisely and produced a model of the snapshot autobiography—deserving public display as a model for others to emulate.

80-90% A very good autobiography, nearly a model but not quite

60-70% A fair autobiography, but some problems with implementing the instructions

40-50% Unacceptable production of an autobiography

Score: ___________
Socratic Seminar Lesson Plan Template

Please fill in the information requested under each heading. Cut and paste this template into a Word document when completing this assignment.

Name: (your name)
Course: EDEL 420
Date:
Professor: Dr. Kaviani
Lesson Type: Socratic Seminar

Text Genre: (historical novel, primary document, children’s story, etc.)

Course Title & Grade Level: (social studies/geography/history, 4th grade, etc.)

Unit Title: (Human Rights, Movement of Ideas & People, Cultures Around The World, etc.)

Overview and Rationale
Write an introductory paragraph that describes: grade level, subject area, description of the seminar text, learning activities, placement of lesson within the larger curriculum, and the importance and purpose for this lesson.

Objectives
List the specific EALRs/GLEs/CBAs along with their descriptions from the OPSI web site

•
•
•

Content Objectives: Students will be able to...

•
•
•

Higher-Order Thinking Outcomes: Students will be able to...

•
•
•

Social/Civic Outcomes: Students will be able to...

•
•
•

Assessment: Formative (informal) and Summative (formal)
Describe how you will know if students have achieved the stated learning objectives for this lesson. The assessment should align with the objectives. Specify the formal and informal assessment strategies you have used.

Curriculum Integration
Write a paragraph or two describing how you will integrate the lesson with other subjects. Be as specific as possible.

Accommodation of Diverse Learners
Describe how you will accommodate the variety of abilities and differences within your classroom. How will you scaffold the success of all learners (English Language Learners, Gifted students, students with disabilities, etc)? BE SPECIFIC about at least two types of learners.

Logistics and Resources
- Amount of time required to teach this lesson:
- Texts to be used
- Socratic seminar poster with objectives and norms listed
- Name tents for all students
- Attach the following items to this lesson plan:
  - Student self evaluation
  - Ticket
  - Seminar text
  - Seminar objectives and norms
- Describe the physical setup of the classroom:

Seminar procedure:
A. **Engager** - The desks are arranged in a circle. Ticket is verified. Name-tents are on students’ desks. Seminar norms are stated before discussion begins. Students without their tickets will not sit in the circle.
B. State your opening interpretive question: “....”
   2nd interpretive question:
   2nd evaluative question:

Use follow up prompts as needed:

*Clarification*: What did you mean when you said______?
*Elaborative*: Could you talk a little more about that?
*Variety*: Does anyone see that differently?
*Refer to the text*: Can anyone find an example of that in the text?
*Participation*: Let us hear from other people on this subject.

C. **Debrief the seminar**
D. **Follow up assignment:** Ask the students to write a multi-paragraph essay (1-2 pages) expanding on the interpretive or evaluative question or answer the interpretive question.

E. **Closing:** Thank the students for their participation. Then refer back to the poster and review the objectives of the seminar. Debrief the seminar. Allow time for the self evaluation to be completed and returned to teacher.
Self Evaluation for Participation in Socratic Seminar

Form A

Name: _________________________
Date: ___________
Topic: _________________________

I heard an idea today that made me think...

<table>
<thead>
<tr>
<th>Quality of contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>low</td>
</tr>
<tr>
<td>Ability to express ideas</td>
</tr>
<tr>
<td>Referring to the text to support a position or present information</td>
</tr>
<tr>
<td>Appropriate responses to others by asking a clarifying question or moving the discussion along</td>
</tr>
<tr>
<td>Highlighting and marking the text with questions or comments</td>
</tr>
<tr>
<td>Level of involvement in the discussion</td>
</tr>
<tr>
<td>New insights gained today</td>
</tr>
</tbody>
</table>

What questions do you have about the issues discussed?
Name: ______________________  Date: ________

Seminar Text: ______________________

Directions: place a check mark (✓) next to the most appropriate response:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>somewhat</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was prepared for today’s discussion by reading the text.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I came up with questions to ask others about this text.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was polite during the discussion and waited my turn to speak.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I listened to the ideas of others and valued them even when I disagreed with them.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I cited examples from the text to support my claims.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I contributed new ideas to the discussion.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I plan to improve my seminar participation by...

I believe that future seminars can be improved if we (as a class) agree to...
Socratic Seminar Lesson Plan Rubric

Name _________________________________

Total: __________/100

Rating Scale:
A = adequate or better (sufficient for the total points)
I = present but inadequate (not enough detail, not complete, etc)
M = missing

Grade level: ______
Text Genre is identified: ______
Course Title: ______
Unit Title: ______
Overview and Rationale: ______
EALRs/GLEs/CBAs addressed:
___Formative Assessment
___Summative Assessment
___Curriculum Integration
___Accommodation of Diverse Learners / Differentiated Instruction

Seminar Objectives are posted in classroom in plain view
1) Content:
2) HOTS:
3) Social/Civility:

Time:

Material: (1) texts to be used; (2) Socratic seminar poster with objectives and norms listed (3) name tents. Be sure to attach the following items to this lesson plan: (1) student self-evaluation; (2) ticket; (3) seminar text; (4) Seminar objectives and norms

Seminar procedure:

F. Hook- The desks are arranged in a circle. Ticket is verified. Name-tents are on students’ desks. Seminar norms are stated before discussion begins. Students without their tickets will not sit in the circle.

G. State your opening interpretive question: “…..” The teacher should be prepared with an evaluative question, “…….” Also, come up with another interpretive and evaluative question. You are creating 2 interpretive and 2 evaluative questions. Specify each. Use follow up prompts as needed:

Clarification: What did you mean when you said ______?
Elaborative: Could you talk a little more about that?
Variety: Does anyone see that differently?
Refer to the text: Can anyone find an example of that in the text?
Participation: Let us hear from other people on this subject.

H. Debrief the seminar

I. Follow up assignment: Have the students write a multi-paragraph essay (1-2 pages) expanding on the interpretive or evaluative question or answer the interpretive question.

J. Closing: Thank the students for their participation. Then refer back to the poster and review the objectives of the seminar. Debrief the seminar. Allow time for the self evaluation to be completed and returned to teacher.
Rationale and Purpose of the Unit

1. Clearly state the purpose of your integrated unit plan and support it with your readings. Your rationale is a statement (a paragraph or two) that contains the content and the purpose of the unit. It is written to provide focus (for both teacher and students) on key issues, provide motivation and justify the importance of the study of the material. The following questions should be included:

   o Why and how did you choose this theme (developmentally appropriate, motivational to children, and area of interest to you, etc)
   o How will this theme help your students better understand their world (contextually, environmentally, personally, etc)
   o What academic disciplines will be involved (art, social studies, science, etc.)?
   o What lessons are included in your mini-unit plan?
   o How did you choose your theme and how does it relate to the standards?
   o What was the most valuable lesson you learned in creating your mini-unit plan?

2. In addition, explain briefly the Constructivist philosophy and how the integrative unit supports this theory, as well as how the activities you have planned follow this philosophy and assist students in powerful learning. Examples: Cooperative learning groups, art projects, involvement of parents and/or community members, presentations, research, technology, interviews and so on. Briefly qualify your examples.
Sample Exam Questions

1. How would you describe your contributions to our class?
2. How does writing an autobiography relate to “historical thinking”? Be specific.
3. Explain the elements of “source work”?
4. According to Wong and Wong (2009) what are the characteristics of an effective teacher?
5. According to Wong and Wong (2009) what is the connection between effective lesson design and student learning? (see Unit D)
6. What is social studies education?
7. What is responsible citizenship?
8. What is a unit plan? Sketch one.
9. What is PPA?
10. What are a few effective ways of helping children develop “democratic character”?
11. According to Roger Soder, how can teachers develop democratic character in young people?
12. What are the similarities and differences between seminars and deliberations?
13. According to Shaver, what are some strong arguments for Issues Centered Social Studies Education?
14. What are the connections between civic learning to democracy? Explain.
15. Please describe the inquiry process. Be sure to address the content knowledge, HOTS, and civility objectives too.
16. Please describe the Socratic discussion process. Be sure to address the content knowledge, HOTS, and civility objectives too.
17. Apply the “Four Step Model” to a given assertion.
18. During the “Take-A-Stand” exercise, how many times are students asked to stand up and take a position from 0 to 10? Why? Also, explain the teacher’s role in this lesson.
20. Describe the three levels of moral reasoning.
21. According to Stanley’s article, what are some key arguments for and against “transmission” v. “transformative” education?
22. What is “double movement of reflection”?
23. In the context of an inquiry lesson, please explain the main difference between a thesis and a hypothesis.
24. There will be a few other questions from the textbook as well.
<table>
<thead>
<tr>
<th>SESSIONS</th>
<th>TOPICS</th>
<th>READINGS + ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WEEK 1</strong></td>
<td>- Course Introduction (please read the syllabus carefully and visit these web sites before coming to the first class session) - NCSS Standards and Themes; scope and sequence Ten Themes: <a href="http://www.socialstudies.org/standards/strands">http://www.socialstudies.org/standards/strands</a> - Perspectives on Social Studies - Introduction to Snapshot Autobiography - Elements of Source Work (historical thinking) <a href="http://teachinghistory.org/13">http://teachinghistory.org/13</a></td>
<td>Stanley (2005)</td>
</tr>
<tr>
<td><strong>WEEK 2</strong></td>
<td>- Introduction to Inquiry (Mystery Island) Present your autobiography brochure to class</td>
<td>- Snapshot Autobiography Due: 5 min. to present to class - Response #1 Due (Be ready to share your findings with class)</td>
</tr>
<tr>
<td><strong>WEEK 3</strong></td>
<td>Inquiry continues… Review the sample unit plans that are available at the OSPI web site. <a href="http://www.k12.wa.us/SocialStudies/EALRs-GLEs.aspx">http://www.k12.wa.us/SocialStudies/EALRs-GLEs.aspx</a> Focus on Washington State and/or Native Americans.</td>
<td>To be assigned</td>
</tr>
<tr>
<td><strong>WEEK 4</strong></td>
<td>- Inquiry continues… - Integrated Unit Planning - Introduction to Economic Concepts</td>
<td>- First draft of your inquiry lesson plan is due today (To get feedback from peers, please bring two extra copies of your work) To be assigned</td>
</tr>
<tr>
<td><strong>WEEK 5</strong></td>
<td>- Introduction to Socratic Seminar - Introduction to the special assignment</td>
<td>- Soder (2001) - Due Today: Your Inquiry Lesson Plan To be assigned</td>
</tr>
<tr>
<td><strong>WEEK 6</strong></td>
<td>- Socratic Seminar continues… Work on your Special Assignment and post your reaction to Soder’s article on Blackboard/Discussion Board</td>
<td>☀️Post your Special Assignment to Blackboard on or before To be assigned</td>
</tr>
<tr>
<td><strong>WEEK 8</strong></td>
<td>- Micro-Teaching: Conducting Seminars</td>
<td>To be assigned</td>
</tr>
<tr>
<td><strong>WEEK 9</strong></td>
<td>- Micro-Teaching: Conducting Seminars</td>
<td>To be assigned</td>
</tr>
<tr>
<td><strong>WEEK 10</strong></td>
<td>- Micro-Teaching Conducting Seminars - Introduction to SAC and other methods - Assertion, Reasoning, and Evidence: “Find the ARE” - Introduction to Debate: The “Four Step Method”</td>
<td>- Two Socratic Seminar Lesson Plans are Due - Please submit these Assignments to LiveText: ✓ (1) Revised Inquiry Lesson Plan ✓ (2) Two Socratic Seminar Lesson Plans ✓ (3) Reflection paper on your mini unit</td>
</tr>
<tr>
<td><strong>WEEK 11</strong></td>
<td>- Take A Stand! - Art and Social Studies Wrap up and Test</td>
<td>- Shaver (1992)</td>
</tr>
</tbody>
</table>

**EDEL 420 Final exam:__________________________ Good Luck! 😊**

**Please Note:** Your grade will be released after the LiveText requirement has been met.