

**Urban Institute for Teacher Education**  
**EDU 5380/6380**

**Elementary Social Studies Methods**

**Fall Semester 2015, Wednesdays 7:30-10:30am**

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**Office Hours:** by appointment or via email



**Service Learning Course:** This course is designated as a Community Engaged Learning (CEL) course through the University of Utah's Lowell Bennion Center.

**Required Readings:**

1. **National Council for Social Studies Magazine: Social Studies and the Young Learner**
2. **Internet and Canvas Readings**

**Course Description:** The purpose of this course is to introduce teacher candidates to Social Studies knowledge, skills, and dispositions. By combining theory and practice, students will gain an understanding of Social Studies and develop effective teaching strategies, including the understanding of designing and implementing integrated approaches to teaching and learning. Students will gain resources as to where they can seek Social Studies teaching materials to use in their classrooms and learn to organize, design, and successfully teach effective Social Studies lessons and curriculum units with K-6 learners. Through a variety of models, with an emphasis on the inquiry method, students will explore various techniques of teaching Social Studies. Students will discover strategies for problem solving using guided research, technology, questioning processes, and the importance of primary source documents. Because the study of Social Studies helps prepare young learners for civic engagement, the course will explore social issues in the local community through community engaged learning. While problem solving, students will learn about the local government and how it operates, ancient and more recent history, economics, how to implement a service learning project within a community, and how to use the environment to teach Social Studies to young learners. Students will be exposed to the idea of "Teacher As Change Agent."

**Essential Learning Outcomes:**

During the course, each student is expected to:

1. Create a written statement that rationalizes the important purposes of Social Studies education in elementary classrooms.
2. Successfully write and implement effective, age appropriate Social Studies lesson plans and curriculum units based off the principles of integrated curriculum, language development, Common Core curriculum, and C<sup>3</sup> principles (College, Career, and Civic Life).
3. With the input of young learners, plan, design, and implement a service learning project.

**Prerequisites:** Admittance in the Elementary Licensure Program. Teacher Candidates must receive a grade of "C" or above in this course to proceed with the Elementary Teacher Licensure Program.

**Teacher Preparation Framework:** As you move through the licensure program at the University of Utah, you will develop an increasingly sophisticated understanding of the teaching profession and your contributions to it. One theme to be revisited throughout your courses is the role of **research** in informing teaching practices. Coming to understand how you might fit into the teaching profession will require that you **reflect** upon your educational experiences and your underlying assumptions about what it means to teach; this becomes the second theme. A third theme is **responding** : developing a vision or

philosophy about effectively teaching students from a wide range of ethnic and language backgrounds, and building a teaching **repertoire** that is likely to build upon and extend what each student brings to the situation. The fourth theme is **relationship** between school and community, the present and the future, and the local with the global.

**Accommodations and ADA:** If you have special needs, as addressed by the American with Disabilities Act (ADA) and need assistance, please notify the Center for Disability Services (<http://www.sa.utah.edu/ds/>). Please notify me if you have special needs that I can address in any way and I will make every effort to accommodate your special needs. Further, the University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Oplin Union Building, 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the CDS.

**Academic Honesty:** You will be held accountable to high standards for academic integrity and should read and understand the policy on academic integrity as printed in the University of Utah's Student Handbook. Utilizing the ideas, expressions, or words of others without citing the source constitutes plagiarism. Therefore, you must cite sources in ALL your work. Please also note that you may not submit an assignment for this class that has been previously submitted for another course. Please read the Student Code of Academic Conduct available at: <http://www.admin.utah.edu/ppmanual/8/8-10.html> (Please refer to sections IV, V, and VI)

**Attendance:** It is important in this course that you participate by sharing your thoughts and reactions to readings, speakers, and general class discussions. The input of each student is valued and valuable. Your attendance for the full class period is expected and you are responsible for everything that is covered, distributed, or announced during class. If an absence is unavoidable, you should arrange with a classmate to receive handouts and announcements. Your attendance strongly influences your grade for class participation.

**Civility:** This class needs to be a participatory community if students are to fulfill their potential for learning. Thus, people who disrupt the community by their words or actions (rude, sarcastic, or disrespectful speech or disruptive behavior) will not be allowed in class. In order to achieve our educational goals and to encourage the expression, testing, understanding, and creation of a variety of ideas and opinions, respect must be shown to everyone.

### **Addressing Sexual Misconduct**

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

**Grading and Assignments:** Assignments are due at the beginning of class on the dates indicated on the schedule. Late assignments may receive little or no written feedback and will receive a lower grade unless we have made other arrangements prior to class. Late assignments will be docked 10% for each

day late. You are strongly encouraged to work with a classmate to critique and proofread one another's assignments. Each of you is likely to submit better papers and projects as a result of that process. Excessive typographical and grammatical errors detract from your work and will be reflected in your grade. **I DO NOT ACCEPT LATE WORK. For every day an assignment is late, I will take off 10% off the grade. Assignments are due at the beginning of the class period.**

**COURSE ARTIFACTS:** *UETS (Utah Effective Teaching Standards)*

1. **Two lesson plans (20 points, 10 points each)**  
UETS 2:3, 2:4, 2:7, 3:12, 4:4, 4:15, 4:18, 5:19, 6:25, 6:26, 7:30, 7:31
  2. **Two lesson reflections (20 points, 10 points each)**  
UETS 8:39, 8:40, 8:41
  3. **Elevator Statement (10 points)**
  4. **Social Studies Unit (50 points)**  
UETS 2:3, 2:4, 2:7, 3:12, 4:4, 4:15, 5:21, 6:25, 6:26, 7:30, 7:31
  5. **Community Engaged Learning Project (Service Learning) (50 points)**  
UETS 3:12, 3:13, 4:15, 4:16, 5:24, 6:25, 6:28, 6:29, 7:34, 7:35
  6. **Final Exam (30 points)**
  7. **Professionalism/Quizzes (20 points)**  
UETS 10:48, 10:49
- **Lesson Plans. 20 points, (10 points per lesson)** Turn in **two** social studies lessons plan at least one week prior to teaching. These must be turned in for evaluation **before** teaching in the elementary classroom. Please teach your lesson once it has been graded so you can reflect upon my suggestions and comments. You will plan one lesson for your Site Teacher Educator's classroom and one lesson in an alternative classroom, at least two grade levels from your "host" site. (See Lesson Plan Format attached.)
  - **Lesson Reflections. 20 points, (10 points per lesson).** After successfully teaching your Social Studies lessons, complete a reflective self-evaluation. Your self-evaluations will obviously be turned in after you have taught the lessons. In each reflection, you should address three themes: What went well during my lesson, and why did it go well? What could I have done differently during my lesson? Was my objective met, and how do I know? Please provide a brief description of your lesson (ie. grade level, topic of lesson, and an overall review)
  - **Elevator Statement. (10 points)** An elevator statement is a paragraph long statement justifying the importance of teaching social studies in elementary schools.
  - **Curriculum Unit. 50 points**  
A curriculum unit is based off of core curriculum for the classroom that you are assigned to in the schools. The unit will consist of at least five lesson plans. The topic will be decided on between you and your Site Teacher Educator and may revolve around your CEL (service learning) project, if you choose. You will, hopefully, teach this unit during spring semester student teaching. See Unit Grading Rubric attached.
  - **Community Engaged Learning (CEL) (Service Learning) Project. 50 points.**

Community Engaged Learning (CEL) is an educational method which engages young people in service to their communities as a means of enriching their academic learning, promoting personal growth, and helping them to develop the skills needed for productive citizenship. Service learning is a methods of teaching through which students apply newly acquired academic skills and knowledge to address real-life need in their own communities. The state of Utah has embedded objectives related to service learning and the development of citizenship skills in every grade level in the common core curriculum. You and/or your group will chose and work on a CEL (service learning project). At the end of the semester, you/r group will present your findings. Please realize that the process is more important than the product, so think about how you will present the process! At the end of the semester, you will write a report so as the semester progressed be sure to collect data about your project. During spring semester, you will present your project at the College of Education's Research Fair. Date TBA. For this presentation, you'll need a tri-fold presentation board to neatly and professionally display your work. (See attached information.) **For Graduate Students, you are required to turn you CEL project into an Action Research project.**

- **Final Exam. 30 points.** A take-home final exam will comprise of revising a lesson plan. During the week prior to final's week, you will be given 2-3 lesson plans. You will choose 1 lesson and revise it according to the topics we've discussed in class during the semester. (See attached rubric)
- **Professionalism/Quizzes. 65 points**  
These points come from a journal entry which will be written and turned in at the beginning of most class periods. These journal entries come from your readings. Some of these points comes from my personal judgment as an experienced educator which includes such activities as class participation, attendance in class, being on time to class, being prepared with readings, handing in lessons plans on the due date, taking notes, attending to the lesson content, displaying positive attitudes towards teaching, taking time to find resources to teach successful lessons, sharing ideas with others, being open to constructive feedback, seeking advice when needed, completing assignments in a timely fashion, teaching effective lessons, etc. You are expected to uphold the same professional standards of a licensed teacher in the State of Utah. You need to read the Professional Ethics section of your Teacher Candidate Handbook. The Teacher Candidate Handbook can be found at:  
<http://uite.utah.edu/studentteaching/TC%20handbook%20FINAL%2008.17.15.pdf>

94 - 100% A	80 - 82.99% B-
90 - 93.99% A-	77 - 79.99% C+
87 - 89.99% B+	73 - 76.99% C
83 - 86.99% B	70 - 72.99% C-
80 - 82.99% B-	On and On.....

Any grade lower than a C places a teacher candidate on academic probation and will delay their ability to advance in the Elementary Licensure Program and move on into the student teaching semester.

## Class Schedule

**\*To each class, please bring the latest volume of Social Studies and the Young Learner from NCSS.**

**\*Subject to change!**

Date:	Topics:	Artifacts Due:
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<b>Aug. 26</b>	Why is Social Studies Important? -Elevator Statement Resources on our Canvas Page What do K-6 Learners need? -Age Appropriate Instruction and Curriculum Geography: Introduction Activity -Mapping What is Social Studies? -ABC's -State Social Studies Core Curriculum -Integration What is Service Learning (CEL)? -Definition -Where is in the State Core K-6?	
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**Read: Failing Liberty article found on Canvas under Modules under the heading American History**

<b>Sept. 2</b>	Reading Groups/In class journal (CCAS,R2) Social Justice: Watch "Paper Clips" Lesson Planning: -Common Core Curriculum for ELA and Math (CCAS, R1) -State Social Studies Core Curriculum -Vocabulary Development -ELL Strategies Citizenship K-6: Service Learning (CEL)	
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**Read: Utah Social Studies Core Curriculum**

**<http://schools.utah.gov/CURR/socialstudies/Core-Curriculum/Kindergarten---Sixth-Grade.aspx>**

**Management/8542 K-12 SL Toolkit.aspx OR**

**<http://www.uen.org/core/>**

**AND**

**Read: <http://www.schools.utah.gov/CURR/lifeskills/Academic-Service-Learning.aspx>**

<b>Sept. 9</b>	Reading Groups/In class journal -work on elevator statements (CCAS, R10) Geography: Technology Integration GPS Adventure Citizenship K-6: Service Learning (CEL)	
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**Lesson #1**

**Read: <http://www.nasm.si.edu/gps/>**

**And Chapter 8: Geography found on Canvas under Modules under Geography**

**Sept. 16** Citizenship K-6: Service Learning (CEL)

(Constitution) -Britnie Anderson – Service Learning Guru at SLCSE  
Reading Groups/Journal Entry – where is service learning found in the core curriculum  
Geography Continued: GPS Adventure around campus including Flat Stanley  
US Constitution

**Read: Article, “What is Community Service Learning” found on Canvas under Modules under Service Learning**

**Read: Mapping articles found on Canvas under the Module heading titled Geography**

**Read:**<http://www.uscis.gov/sites/default/files/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/100q.pdf>

**Sept. 23** Reading Groups/In class journal  
-work on elevator statements (CCAS, R10)  
Economics: Supply and Demand, Independence, Interdependence  
Children’s Literature and Social Studies  
Citizenship K-6: Service Learning (CEL)

**Read: Cognitive Rigor article found on Canvas under Modules under the heading Curriculum Planning AND**

**Notable Social Studies Trade Books found on Canvas under Modules under the heading Curriculum Planning**

**Sept. 30** Reading Groups/In class journal  
-work on elevator statements (CCAS, R10)  
Integration with K-6 Social Studies and Music  
-Rebecca Penarosa, Graduate Assistant for Music Education and Arts Education & Community Engagement  
-U.S History Example (5<sup>th</sup> Grade)  
-Community and Culture Example (3<sup>rd</sup> Grade)  
-Sharing Example (Kindergarten)  
K-6 Curriculum Unit Planning  
Citizenship K-6: Service Learning (CEL)

**SL Proposal  
Reflection #1**

**Read: Chapter 7: History - found on Canvas under Modules under the heading History AND**

**K, 3, and 5 State Core Social Studies Curriculum and Elementary Core Music Curriculum**

**<http://www.uen.org/core/>**

**Oct. 7**

Reading Groups/In class journal

**Lesson #2**

-work on elevator statements (CCAS, R10)

K-6 Curriculum Unit Planning

Citizenship K-6: Service Learning (CEL)

Integration with K-6 Social Studies and Theater 9:00-10:20

-Kelby McIntyre, Director of Professional Development for the Beverley Taylor Sorenson ALP

-U. S. History Example (5<sup>th</sup> Grade)

-Family Example (K Grade)

**Read: Chapter 3 Planning found on Canvas under Modules under Planning****AND****5<sup>th</sup> grade and K grade Utah Social Studies Core Curriculum and Elementary Theater Core Curriculum****<http://www.uen.org/core/>****Oct. 14**

Fall Break

**Oct. 21**

Reading Group/In class journal

Oral Histories

Common Core Content Writing (CCAS, R10)

K-6 Social Studies and Visual Art Integration (CCAS, SL 3)

-Casey Goldman, Manager of Education Programs, UMFA

-Art in Box Examples

-World Studies (6<sup>th</sup> Grade)-Culture (3<sup>rd</sup> Grade)**Elevator Statement  
Rough Draft of Unit****Read: Content Writing Articles found on Canvas under Modules under Integration****AND****3<sup>rd</sup> and 6<sup>th</sup> Grade Utah Social Studies Core****<http://www.uen.org/core/>****Oct. 28**

Reading Groups/In class journal

Thinking Critically about Holidays

K-6 Curriculum Unit Planning

Citizenship K-6: Service Learning (CEL)

**Reflection #2****Read: Integrating Common Core articles found on Canvas under Modules under Integration****AND****Essential Characteristics of a Culturally Conscientious Classroom article found on Canvas under Modules under the heading of Diversity and Social Justice****AND****Beyond Food, Festivals, and Flags article found on Canvas under Modules under the heading of Diversity and Social Justice****Nov. 4**

Field Week – Work on Community Engaged Project



**Nov. 11** Integration of K-6 Social Studies, Science, and Health  
-Lynn Wallin, Utah State University, Education Specialist, Agriculture in the Classroom  
**Read: Become familiar with the educational resources on**  
**<http://utah.agclassroom.org/>**

**Nov. 18** Reading Groups/In class journal – (CCAS, W8) **Curriculum Unit Due**  
History: Making History Come Alive (CCAS, R3)  
-Local History - 4<sup>th</sup> Grade Example  
Citizenship K-6: Service Learning (CEL)  
**Read: Chapter 9 Civics found on Canvas under Modules under Citizenship**  
**AND**  
**4<sup>th</sup> Grade Utah Core Curriculum <http://www.uen.org/core/>**

**Nov. 25** Work on Community Engaged Learning Project **Two CEL Slides**

**Dec. 2** History and Government Field Trip: TBA **CEL Report**

**Dec. 9** Class Reflection (CCAS, W10)  
CEL Presentations  
Explanation of Take Home Final

**Dec. 15** **Final Due On Line at 10:00am**



**GENERAL LESSON PLAN****Name:****Date:****Subject:****Length of Lesson:****Grade Level:****Core Curriculum Objectives:****Common Core Objectives (ELA or Math):** If subject other than ELA or Math, please show how the content could be integrated with the Common Core.**ELL Considerations:****Vocabulary Development:****Preparation:** What materials will be needed?**TIME:****LESSON:****MANAGEMENT:****Introduction:** How will I get the students' attention and motivate them? How will you activate and develop prior knowledge? How will you connect this lesson to previous lessons?**Content/Activity:** Describe the steps you will take.**Closure:** How will you conclude the lesson (think reflection)?**Assessment:** How do I know the students learned? What have you learned about students' strengths and challenges? How will you record learning?**Adaptations:** Think about ALL of your students! Which students may need specific accommodations in order to successfully complete the lesson? (Special needs, linguistically diverse, hearing impaired, etc.) What are the accommodations? What will early finishers do, or slow finishers?**Integration:** How would you take this topic and integrate it into other subject areas? (Social Studies, Visual Art, Dance, Health, PE, Life Skills, Music, Drama, Writing, Listening, Grammar, Math, Etc.) How could you use technology to enhance this lesson?

## Service Learning: Proposal

Candidate

Name/s: \_\_\_\_\_

\_\_\_\_\_

Teacher/s: \_\_\_\_\_

\_\_\_\_\_

School: \_\_\_\_\_ Grade/s \_\_\_\_\_

Project Name: \_\_\_\_\_

A Paragraph Explaining the Project: (Description of Project, Rationale ~~B~~ the WHY - include core curriculum objectives and common core objectives)

Supplies Needed: \_\_\_\_\_

Budget (if needed): \_\_\_\_\_

## **SERVICE LEARNING (CEL) PROJECT GRADING RUBRIC**

### **4 points - Proposal**

Describe the project. (To be done as a group, if applicable.)

### **26 points - Final Report (Reflection Paper)**

A final report, including but not limited to the following:

- \*Description of the project
- \*Reflections
  - what you've learned during your project
  - how you would implement service learning (CEL) into your own classroom
  - what's working
  - what would you do differently
  - what are you proud of
  - what have your students learned from the project...socially, academically, ethically, etc.
- \*Contact Information of any community partnerships
- \*Resources
- \*Pictures
- \*Core Curriculum Objectives
- \*Service Learning Research you've read
- \*Quotes

### **Presentation (To be done as a group, if applicable.) To be done during Spring Semester at the COE Research Fair. Date TBA**

Using a tri-fold presentation board, your presentation should address similar information that's in your field journal, however, you can include media in your presentation to help tell your story.

Tri-fold presentation board should include:

Introduction

Description of the project

What you learned as a teacher

What academic curriculum the students learned (cite Utah Core Curriculum)

What did students learned socially, emotionally, ethically about being a citizen

What the research says about Service Learning (CEL)

Conclusion

References

Pictures

Please remember to dress professionally and arrive on time for many professional people will be attending.

### **Total (50 points):**

## **Social Studies Grading Rubric**

### **K-6 Curriculum Unit**

1. Cover Page 1 point
  - Make it fun to look at so I want to keep reading!
  - Name, Topic of Unit, Grade Level
2. Table of Contents 1 point
  - What is included in the unit? An overview!
3. Content Outline (Overall) 3 points
  - What does the teacher need to know before teaching this unit?
  - Unit Vocabulary (academic vocabulary for all learners)
4. Unit Rationale/s (Overall) 3 points
  - Why is important for my students to know this information?
5. Unit Objective/s (Overall) 3 points
  - Remember social studies core standards and integrated common core standards.
  - Remember to include English Language goals.
6. Lessons (5 lessons minimum), please include language objectives 20 points
  - Introduction
  - Activity
  - Closure
  - Assessment (formal, informal, formative)
7. Unit Closure 4 points
  - How will I wrap it up? Celebrate? (A museum walk, a wax museum, a play, a festival, a dance, a report, a presentation, etc.) Can I add choice to this section?
8. Assessment (Overall) 10 points
  - What do I plan to do for formal (summative) assessment?
9. Bibliography (APA Style) 5 point
  - resources
  - books
  - web sites
  - etc.

Things to think about:

1. Do my objective match my assessment?
2. Do I want to integrate this unit with other subjects? If so, have I added all the core standards?
3. Do I want to work by myself, with a partner or in a group?
4. Is it engaging?
5. Do the lessons connect to my students?
6. Is my unit hands-on, and does it use a constructivist approach?
7. Is the unit age appropriate?

## **Additional Reading Recommendations**

**(Available on Canvas)**

Linking Children to the Past  
Using Biographies for Social Justice  
Using Oral History to Inspire Students  
A World of Difference <http://www.hum.utah.edu>  
Travel Mates Revisited  
A Blueprint for Service Learning  
Creating Opportunities for Historical Thinking with Bilingual Students  
An Introduction to Islam  
Teaching About Religion  
A Curriculum for Peace  
Beyond Food, Festivals, and Flags  
From Theory to Practice: Teaching for Social Justice  
Meeting the Needs of Diverse Learners  
Essential Characteristics of a Culturally Conscientious Classroom

## **Recommended Web Sites**

<http://www.unlhumanrights.org/> human rights in the US and international communities  
<http://www.smithsonianeducation.org/> teaching resources for various social studies topics  
<http://www.billofrightsinstitute.org/> resources for government and political science  
<http://spice.stanford.edu> lesson plans on cross-cultural education  
[www.choices.edu](http://www.choices.edu) provides curriculum materials that emphasize higher-order thinking skills  
[www.globaled.org](http://www.globaled.org) offers teaching materials with a global perspective  
[www.nctasia.org](http://www.nctasia.org) conducts inservice seminars and travel study tours for educators  
[www.un.org/cyberschoolbus](http://www.un.org/cyberschoolbus) has data on countries of the United Nations and helpful curriculum  
[www.ascd.org](http://www.ascd.org) good site for all sorts of educational ideas  
[www.epals.com](http://www.epals.com) classroom exchanges for pen pals  
[www.ed.gov/technology/guide/international/index.html](http://www.ed.gov/technology/guide/international/index.html) international links for cross-cultural interactions  
[www.friendshipthrougheducation.org](http://www.friendshipthrougheducation.org) connects teachers and students around the world  
[www.peacecorps.gov/www](http://www.peacecorps.gov/www) students can communicate directly with Peace Corps Volunteers in the field  
[www.gsn.org](http://www.gsn.org) students can collaborate on projects, take online field trips, etc.  
[www.un.org/cyberschoolbus/modelun/index.html](http://www.un.org/cyberschoolbus/modelun/index.html) hands-on, simulated experiences in working together to make decisions about timely global issues  
[www.k12.science.org](http://www.k12.science.org) schools around the world figure out how proximity to the equator affects average daily temperatures and hours of sunlight .  
[www.nationalgeographic.com](http://www.nationalgeographic.com)  
<http://www.pdkintl.org>

## **Recommended Books**

The Complete Guide to Service Learning: Proven, practical ways to engage students in civic responsibility, academic curriculum and social action.

By: Cathryn Berger Kay  
ISBN: 1-57542-133-X

The Kid's Guide to Service Projects

by Barbara A. Lewis

If This Is Social Studies, Why Isn't It Boring

edited by: Stephanie Steffey and Wendy J. Hood  
Stenhouse Publishers, 1994 ISBN 1-57110-003-2

Mapmaking With Children: Sense of Place Education for the Elementary Years

by: David Sobel  
Heinemann, 1998 ISBN 0-325-00042-5

Understanding By Design

by: Grant Wiggins and Jay McTighe  
ASCD, 1998 ISBN 0-87120-313-8

Cooperative Learning

by: Spencer Kagan, PhD  
Kagan Cooperative Learning, 1992 ISBN 1-879097-10-9

50 Simple Things Kids Can Do To Save the Earth

Scholastic, 1991 ISBN 0-590-44249-X

Keepers of the Earth: Native American Stories and Environmental Activities for Children

by: Michael J. Caduto and Joseph Bruchac  
Fulcrum, Inc. 1988 ISBN 1-55591-027-0

## STANDARDS

### Integration (Utah State Office of Education)

While social studies is a core area that deserves a rightful place in the daily instruction of students, the integrative nature of social studies provides opportunities for instruction which cuts across subject line. Lessons in literature can include literacy selections from historical fiction, biography, and other readings important to social studies. Writing assignments can address social studies content issues while furthering literacy goals. So too can social studies lesson simultaneously develop standards in the arts, and to some degree in mathematics and science. In addition, while history is often the first discipline through which social studies is mentioned, social studies is inclusive of geography, economics, and multiple behavioral sciences. The core is designed to integrate these disciplines into a study of larger questions, rather than isolate specific skill development.

### Inclusive (Utah State Office of Education)

There is a moral obligation to provide equity in education resources. Social Studies is about human endeavor, and as such is all-encompassing. Students who see themselves and their stories, their cultures, and their communities reflected in the curriculum are naturally more prone to academic success. While every effort is made to create an inclusive curriculum, the core is merely the starting point for the ensuring that all students have access to engaging, balanced, accurate, and challenging curricular materials.

### National Council for the Social Studies (2010)

*The themes are interrelated, and a school course in a social studies discipline is likely to touch on more than one theme.*

**The NCSS defines social studies as the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.**

**Theme One: Culture** – Social Studies programs should include experiences that provide for the study of culture and cultural diversity. Learners will understand how human beings create, learn, share, and adapt to culture. They will appreciate the role of culture in shaping their lives and the society in which they live. By recognizing various cultural perspectives, learners become capable of understanding diverse perspectives, thereby acquiring the potential to foster more positive relations and interactions with diverse people within our own nation and other nations. Cultural understanding will help learners make informed decisions in an increasingly interdependent society and interconnected world.

**Theme Two: Time, Continuity, and Change** – Social Studies programs should include experiences that provide for the study of the past and its legacy. Through the study of the past and its legacy, learners examine the institutions, values, and beliefs of people in the past, acquire skills in historical inquiry and interpretation, and gain an understanding of how important historical events and developments have shaped the modern world.

**Theme Three: People, Places and Environments** – Social Studies programs should include experiences that provide for the study of people, places, and environments. This theme helps learners to develop their spatial views and perspectives of the world, and to understand the relationships between people, places, and environments. Learners examine where people, places, and resources are located, why they are there, and why this matters. They explore the effects of the environment on human activities, and the impact of these activities on the environment. This area of study is crucial to informed civic decision-making about human-environmental relationships.



**Theme Four: Individual Development and Identity** – Social Studies programs should include experiences that provide for the study of individual development and identity. Personal identity is shaped by family, peers, culture, and institutional influences. In order to understand individual development and identity, learners should study the influence of various times, cultures, groups, and institutions. The examination of various forms of human behavior in specific cultural contexts enhances the understanding of the relationships between social norms and emerging personal identities, of the social processes that influence identity formation, and of the ethical and other principals underlying individual action.

**Theme Five: Individuals, Groups, and Institutions** – Social Studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions. Institutions such as families and civic, educational, governmental, and religious organizations exert great influence in daily life. Organizations embody the core social values of the individuals and groups who comprise them. It is important that students know how institutions are formed, maintained, and changed, and understand how they influence individuals, groups, and other institutions.

**Theme Six: Power, Authority, and Governance** – Social Studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance. Learners will develop an understanding of the principles, processes, structures, and institutions of government, and examine how power and authority are or have been obtained in various systems of government. They will learn how people in democratic nations organize in groups and attempt to cooperate and resolve conflicts for purposes such as establishing order and security, and seeking social justice. They will also learn about the systems of power, authority, and governance in countries that are not democratic, and compare and contrast these with democratic systems. Learners can become more effective problem solvers and decision makers when they address the persistent issues and social problems encountered in political life. Such persistent issues can be examined through the study of the dynamic relationships between individual rights and responsibilities, the needs for social groups, and concepts of just society.

**Theme Seven: Production, Distribution, and Consumption** – Social Studies programs should include experiences that provide for the study of how people organize for the production, distribution and consumption of goods and services. Scarcity and unequal distribution of resources dictate the need to economic systems of exchange, including trade, to improve the well-being of the economy. The role of government in different economic systems varies over time and from place to place, resulting in diverse economic policies. Increasingly, economic decisions are global in scope and require systematic study of an interdependent world economy. A variety of systems have been developed to decide the answers to fundamental questions related to what is to be produced, how production is to be organized, and how goods and services are to be distributed.

**Theme Eight: Science, Technology, and Society** – Social Studies programs should include experiences that provide for the study of relationships among science, technology, and society. This theme explores how developments in science and technology impact individuals, groups, institutions, and societies. Wants and needs stimulate advances in science and technology. An understanding of science and technology in their social contexts allows learners to question and analyze the impact of science and technology on society, both in the past and the present, as well as to evaluate what the future may bring in these areas.

**Theme Nine: Global Connections** – Social Studies programs should include experiences that provide for the study of global connections and interdependence. Global connections of many types (social, political, economic, cultural, and environmental) have increased at the personal, local, national, and international levels. New global connections have created both opportunities and challenges. The resulting global interdependence requires an understanding of the increasingly complex connections among individuals, groups, institutions, nations, and world communities in order to identify the issues arising from global connections, and to support informed and ethical decision-making.

**Theme Ten: Civic Ideals and Practices** – Social Studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a Democratic Republic. An understanding of civic ideals and practices is a fundamental goal of education for citizenship in a democratic society. Civic ideals and practices have developed over centuries, and are found in societies throughout the world. Important documents that articulate civic ideals have served as milestones in the development of these ideals in different nations and worldwide. Basic freedoms and rights, and the institutions and practices that support shared democratic principles, are foundations of a

democratic republic. In some instances, civic practices and their consequences are becoming more congruent with ideals, while in other cases, the gap is wide and calls for continued civic action by individuals and groups to sustain and improve the society. Learning how to apply civic ideals to inform civic action is essential to participation in a democracy and support for the common good.

### **College, Career, and Civic Life Framework (C<sup>3</sup>) NCSS (National Council for Social Studies), 2013**

In the **College, Career, and Civic Life Framework** for Social Studies State Standards, the call for students to become more prepared for the challenges of college and career is united with a third critical element: preparation for civic life. Advocates of citizenship education cross political spectrum, but they are bound by a common belief that our Democratic Republic will not sustain unless students are aware of their changing cultural and physical environments; know the past, read, write, and think deeply; and act in ways that promote the common good. There will always be differing perspectives on these objectives. The goal of knowledgeable, thinking, and active citizens, however, is universal. Now more than ever, students need the intellectual power to recognize societal problems; ask good questions and develop robust investigations into them; consider possible solutions and consequences; separate evidence-based claims from parochial opinions; and communicate and act upon what they learn. And most importantly, they must possess the capability and commitment to repeat that process as long as is necessary. Young people need strong tools for, and methods of, clear and disciplined thinking in order to traverse successfully the worlds of **college, career, and civic life**.

**Dimension 1:** Developing questions and planning inquiries.

**Dimension 2:** Applying disciplinary tools and concepts. (Civics, Economics, Geography, History)

**Dimension 3:** Evaluating sources and using evidence.

**Dimension 4:** Communicating conclusions and taking informed action.

### **Common Core Curriculum for ELA**

College and Career Readiness Anchor Standards for **Reading**

#### **Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### **Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

#### **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### **Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

### College and Career Readiness Anchor Standards for **Writing**

#### **Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### **Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### **Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### **Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### College and Career Readiness Anchor Standards Speaking and **Listening**

#### **Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### **Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### College and Career Readiness Anchor Standards for **Language**

#### **Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### **Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

#### **Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.