COURSE TITLE: **REVITALIZE AND RECREATE ELEMENTARY SOCIAL STUDIES FOR K-5**

WA CLOCK HRS: **60**
OREGON PDUs: **60**
NO. OF CREDITS: **6 QUARTER CREDITS** **PENNSYLVANIA ACT 48:** **60**
[semester equivalent = 4.00 credits]

INSTRUCTOR: **Noor Makboul**
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COURSE DESCRIPTION:
Are you ready to take your social studies lesson to the next level? Revitalize and recreate social studies for today's students. Bring social studies alive by integrating culture, history, economics, civics, and geography while discussing current events and high interest topics. Find out what you can do with maps, cultural exploration, and STEM through the social studies lens. Our text, Unpack Your Impact: How Two Primary Teachers Ditched Problematic Lessons and Built a Culture-Centered Curriculum, discusses different ways to expose children to impactful and interesting ideas and concepts while still covering the standards. The authors will get you thinking about your own social studies lessons and what you can do to get your students involved in the learning. Get ready to take a second look at your social studies lessons! You will be surprised and delighted by the results from even the youngest learners!

Target Audience: This course is appropriate for educators who teach social studies in grades K-5.

LEARNING OUTCOMES: Upon completion of this course, participants will have:
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- Reflected on their current approach to teaching social studies.
- Explored ways to integrate culture, sociology, economics, history, and civics into social studies lessons.
- Discovered how to integrate STEM into social studies lessons.
- Investigated current social studies topics.
- Taught social studies lessons with a new lens.

COURSE REQUIREMENTS:
Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

The use of artificial intelligence is not permitted. Assignment responses found to be generated by AI will not be accepted.

HOURS EARNED:
Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participants their choice of CEUs (Continuing Education Units), Washington State Clock Hours, Oregon PDUs, or Pennsylvania ACT 48 Hours. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours, Oregon PDUs, and Pennsylvania ACT 48 Hours.

UNIVERSITY QUARTER CREDIT INFORMATION

REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT
Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
2. Completion of Learning Application assignments 40%
3. Completion of Integration Paper assignment 30%

CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)

Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering, determine with your district personnel, department head, or state education office the acceptability of these credits for your purpose.

ADDITIONAL COURSE INFORMATION

REQUIRED TEXT
Download study guide here:

https://drive.google.com/file/d/1H0hKybyR1gMzWOAsT6ngLbMGALwUD90i/view

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MATERIALS FEE
400/500 Level ONLY: One Month Membership to Tabb and O'Brien Social Studies Club $15 https://www.tabbandobrien.com/ Sign up when ready to complete this assignment and cancel when completed (if you choose to cancel)

ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION
Assignments done in a course forum will show responses from all educators who have or are taking the course independently. Feel free to read and respond to others' comments.
Group participants can only view and respond to their group members in the Forum.

Assignment #1: Introduction
Read the introduction of the text.

Read the following article: What is Social Studies? LINK

In 400+ words introduce yourself (name, position/grade) and what led you to register for this class.

Questions to answer in your response:

- What does social studies mean?
- What is your experience with teaching social studies?
- What are you hoping to get out of this class?
- Include the questions presented on page 5 (Introduction) of the study guide in your response.

Assignment #2: Recognizing and Celebrating Culture in the Classroom
Read chapter 1 of the text.

In 400+ words, respond to the follwing prompts:

- what stood out to you?
- what questions or wonderings do you have?
- how does this impact your teaching?
- Include the questions presented on page 6 (Chapter 1) of the study guide

You can write on the study guide page and scan or you can type out your response.

Assignment #3: Problematic History Lessons

Read chapter 2 of the text.

In 400+ words, respond to the follwing prompts:

- what stood out to you?
- what questions or wonderings do you have?
- how does this impact your teaching?
- Include the questions presented on page 8 (Chapter 2) of the study guide

You can write on the study guide page and scan or you can type out your response.

Assignment #4: Sociology: Exposing to More
Read chapter 3 of the text.

In 400+ words, respond to the follwing prompts:

- what stood out to you?
- what questions or wonderings do you have?
- how does this impact your teaching?
- Include the questions presented on page 10 (Chapter 3) of the study guide

You can write on the study guide page and scan or you can type out your response.

Assignment #5: Economics, Geography, and Civics in the Primary Classroom
Read chapter 4 of the text.

In 400+ words, respond to the follwing prompts:

- what stood out to you?
- what questions or wonderings do you have?
- how does this impact your teaching?
- Include the questions presented on page 12 (Chapter 4) of the study guide

You can write on the study guide page and scan or you can type out your response.

Assignment #6: Rethinking Thematic Units
Read chapter 5 of the text.

In 400+ words, respond to the follwing prompts:

- what stood out to you?
- what questions or wonderings do you have?
- how does this impact your teaching?
- Include the questions presented on page 14 (Chapter 5) of the study guide

You can write on the study guide page and scan or you can type out your response.

Assignment #7: Social Studies and STEM
Read chapter 6 of the text.

In 400+ words, respond to the follwing prompts:

- what stood out to you?
- what questions or wonderings do you have?
- how does this impact your teaching?
- Include the questions presented on page 16 (Chapter 6) of the study guide

You can write on the study guide page and scan or you can type out your response.

Assignment #8: Global Perspective Through Picture Books

Read chapter 7 of the text.

In 400+ words, respond to the follwing prompts:

- what stood out to you?
- what questions or wonderings do you have?
- how does this impact your teaching?
- Include the questions presented on page 18 (Chapter 7) of the study guide

You can write on the study guide page and scan or you can type out your response.

Assignment #9: Final Thoughts, Tips, and Strategies
Read chapter 8 of the text.

In 400+ words, respond to the follwing prompts:

- what stood out to you?
- what questions or wonderings do you have?
- how does this impact your teaching?
- Include the questions presented on page 20 (Chapter 8) of the study guide

You can write on the study guide page and scan or you can type out your response.

Assignment #10: Conclusion
Create a flyer, brainmap, brochure, or other creative idea to show what you have learned from the text.

Your project must include:

1.) 5-7 examples altogether of the main topics presented in the text:

- Culture
- Civics
- Economics
- Geography
- History
- STEM
- Use of picture books

2.) 5-6 images that represent social studies. For each image, write 2-3 sentences about why you chose that image, what it means in terms of teaching social studies.

3.) Any other information you want to remember. Think of this project like a cheat sheet for when planning future social studies lessons. What are the key ideas and concepts you want to remember?

ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION
In this section, you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you do not have a classroom available to you, please contact the instructor for course modifications. Assignments done in a course forum will show responses from all educators who have or are taking the course independently. ?Feel free to read and respond to others' comments. Group participants can only view and respond to their group members in the Forum.

Assignment #11: Holidays In the Classroom
Read the following articles:

- Problems with Christmas Curriculums LINK

- 5 Ways Christian Privilege Shows Up During the Winter Holiday Season LINK
- Culturally Responsive Instruction for Holiday and Religious Celebrations LINK
- Religious Holidays LINK
- December Dilemma LINK

In 500+ words, respond to the articles:

Questions to consider in your response:

- What did it make you think about?
- Did something surprise you?
- What are you wondering about?
- How does this information impact your teaching? Impact your students?
- What changes will you make in your classroom?

Assignment #12: Debates
Part 1:

Complete the debates in the study guide for chapters 1-8 (pages 7, 9, 11, 13, 15, 17, 19, 21)

You can write on the study guide page and scan or you can type out your response in a seperate document.

For each debate, include 3 or more ideas for each side of the debate.

Part 2:

Choose 4 debates that you are passionate about. Write out your opinion on each debate in 100+ words each.

Assignment #13: Tabb and O'Brien Social Studies Club
Sign up for membership to Tabb and O'Brien Social Studies Club $15 LINK

Be sure to sign up when ready to complete this assignment and cancel when completed (if you choose to cancel).

Part 1: Explore the following topics on the website:

- Begin with: Start Here Video and reading
- Explore the website and various categories
- Listen to 2 episodes of "Real Topics for Real Kids" Podcast
- Watch Pop-In PD Videos
- Participate in S.S. Staff Trainings

Part 2:

In 400+ words, write about what you discovered while exploring the website.

- What stood out to you?
- What do these readings and videos make you think about?
- What would you like to bring into your classroom and why?
- What questions or wonderings do you have?
- What new insights do you have?

Assignment #14: Teach A NOT SO AVERAGE Unit (500 Level ONLY)
Sign up for membership to Tabb and O'Brien Social Studies Club $15 LINK

Be sure to sign up when ready to complete this assignment and cancel when completed (if you choose to cancel).

Part 1:

Choose a Not So Average unit to teach to your students.

Before teaching the unit, take a look at the content and in 200+ words, respond to the following questions:

- What unit did you choose and why?
- How do you expect your students to react to these lessons?
- Create a simple pre-assessment on the topic and give it to your students and answer this question: what do they already know about this topic?

Part 2:

Teach the unit to your students!

Part 3:

After teaching the unit, in 300+ words respond to the following questions:

- What was your experience like teaching these lessons?
- What did you learn from this experiece?
- What went well?
- What would you change?
- How did your students respond to these lessons?
- Create a simple post-assessment on the topic and give it to your students and answer this question: what did they learn or take away from this unit?

Assignment #15: Choices (500 Level ONLY)
CHOOSE **2** of the options listed below to complete this assignment.

Option A) Enhance or Create Your Own Unit

Part 1:

Enhance:

- Locate your social studies curriculum/lessons. Choose a sequence of 3-5 lessons to work with (previously taught lessons or upcoming lessons, whichever you prefer).
- Read through the lessons carefully.
- While reading, identify if the lessons contain any of the topics presented in the text (culture, civics, economics, geography, history, STEM, use of picture books)
- If you find something, make a note of it with pens or sticky notes.
- If you do not find evidence of these topics, think of ways that you can add them to your lessons. Find resources to support your lessons and engage your students. Find THREE places where you can add something to enhance the lessons.
- Include some sort of simple pre and post assessment to show student learning.

OR

Create:

- Create a sequence of 3- 5 lessons based on your grade level standards.
- Be sure to include at least FOUR of the topics presented in the text (culture, civics, economics, geography, history, STEM, use of picture books)
- Be sure to highlight these areas in your lesson plans.
- Include some sort of simple pre and post assessment to show student learning

Part 2:

After enhancing or creating 3-5 lessons, in 200+ words, write about what you learned during this process.

- What did you notice about the lessons?
- Was one topic identified more frequently? Why do you think that?
- Was there a topic or multiple topics that you couldn't identify? Why do you think that? Why did you choose to add what you added?
- Was something more challenging to add than others?
- What do you anticipate will be challenging during these lessons? What do you do to prepare for that?

OR

Option B) Professional Development

You have been tasked with creating a professional development session around teaching social studies at your school for your colleagues.

Create a powerpoint/google slides presentation (or other representation with instructor approval) presenting the topics from the book to your colleagues.

Your presentation should include:

- Learning objectives/purpose for staff

- Clear examples to demonstrate the following topics: (8+ slides)

- Culture
- Civics
- Economics
- Geography
- History
- STEM
- Use of picture books
- An opportunity for staff to practice or demonstrate their learning provided in the professional development

Reminder: text is important on slides but should not take up the entire slide otherwise participants will lose focus. Use videos or images with text to keep the message clear and concise.

OR

Option C) TEACH MORE!

Sign up for membership to Tabb and O'Brien Social Studies Club $15 LINK

Be sure to sign up when ready to complete this assignment and cancel when completed (if you choose to cancel).

Part 1:

Choose 2 lessons from the following categories:

- 7 Minute Social Studies
- Monthly Units
- Black History 365
- More Than Units
- History Changers
- Now You Know Units
- Social Studies à la Carte

Before teaching the lessons, take a look at the content and in 200+ words, respond to the following questions:

- Which lessons did you choose and why?
- How do you expect your students to react to these lessons?

Part 2:

Teach the lessons to your students!

Part 3:

After teaching the lessons, in 300+ words respond to the following questions:

- What was your experience teaching these lessons?
- What did you learn from this experience?
- What went well?
- What would you change?
- How did your students respond to these lessons?

OR

Option D) Letter

In 500+ words, write what you would say to your administrator/colleague/a parent if they asked you about how you teach social studies.

Be sure to include:

-The standards you teach

-How you will approach topics

-What you have learned from this course

-Ideas you would like to implement from this course

-A simple outline of a unit you will teach and the changes you will make to the unit

OR

Option E) Exploring Children's Literature

Read the article "Mirrors, Windows, and Sliding Glass Doors" LINK

Reread pages 126-129 in the text.

Complete the following assignment for TWO books:

Follow the steps on page 128-129 for a FICTION book of your choice that includes diverse characters, new culture or part of the world, or an unknown tradition. Use template provided HERE

OR

Option F) Another assignment of your own design with the instructor's prior approval.

C. INTEGRATION PAPER
Assignment #16: (Required for 400 and 500 Level)

SELF REFLECTION & INTEGRATION PAPER
(Please do not write this paper until you've completed all of your other assignments)

Write a 400-500 word Integration Paper answering these 5 questions:

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?

4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

INSTRUCTOR COMMENTS ON YOUR WORK:
Instructors will comment on each assignment. If you do not hear from the instructor within a few days of posting your assignment, please get in touch with them immediately.

QUALIFICATIONS FOR TEACHING THIS COURSE:
Noor Makboul, MAT, received a Masters Degree in the Art of Teaching from Lewis and Clark College in 2014. She has also earned her ESOL endorsement and will receive her reading endorsement in 2023. She currently teaches second grade in Cornelius, Oregon. She is passionate about teaching and enjoys finding new ways to engage and challenge her students. Outside of the classroom, she loves to read, do art projects, and spend time with her family.

BIBLIOGRAPHY

REVITALIZE AND RECREATE ELEMENTARY SOCIAL STUDIES FOR K-5

Cowhey, Mary, Black Ants and Buddhists, Routledge, 1st edition, 2006, 256 pages, ISBN-13 ? : ? 978-1571104182.

Wonderful addition to the primary teacher's social studies reading list. Cowhey discusses in great detail lessons and conversations with her first graders around social justice issues. She models how she extends the conversations to real life applications with six year olds!

Learning for Justice

https://www.learningforjustice.org/

Learning for Justice advocates for racial justice. They have articles to read and so many amazing resources for educators including lesson plans.

National Council For The Social Studies

https://www.socialstudies.org/

The National Council for the Social Studies has so many fabulous resources for educators as well as additional professional development.

O'Brien, Naomi. https://readlikearockstarteaching.com/category/social-studies/ and on Instragram: @readlikearockstarteaching

One of the authors of our text. O'Brien has great blog entries on her website and posts on Instagram that cover social studies and more!

Rethinking Schools

https://rethinkingschools.org/

Another amazing website that advocates for social justice. They have lots of articles to read.

Tabb, Lanesha. https://laneshatabb.com/blog/ and on Instagram: @lanesha_tabb

One of the authors of our text. Tabb has great blog entries on her website and posts on Instagram that cover social studies and more!

"Unearthing Genius & Joy with Gholdy Muhammad" YouTube, uploaded by Schomburg Center, 8 October 2020, https://www.youtube.com/watch?v=asItQUf_pl8

Muhammad discusses her book Unearthing Genius & Joy. She shares ways to bring joy to difficult topics. She gives great examples in the video.

Writers of UoPeople. “Why Is Social Studies Important? 8 Reasons To Study” 15 Aug. 2024, https://www.uopeople.edu/blog/why-is-social-studies-important/

Great article about why social studies is important and should not be forgotten. The article also explores what makes a good social studies lesson.