



Western Technical College

## 10522119 EDU: Techniques for Social Studies

### Course Outcome Summary

#### Course Information

<b>Description</b>	Students analyze current content in social studies education as recommended by the National Council for the Social Studies and Wisconsin DPI. Students design learning opportunities for the five content areas of social studies: Geography, History, Behavioral Sciences (Culture and Society), Political Science (Civics and Government), and Economics that incorporate the social studies inquiry practices and processes. Students receive training on the history, culture, and tribal sovereignty of Wisconsin's eleven federally-recognized American Indian nations and tribal communities.
<b>Career Cluster</b>	Education and Training
<b>Instructional Level</b>	A.A.S. - Associate in Applied Science
<b>Total Credits</b>	3
<b>Total Hours</b>	72

#### Pre/Corequisites

Prerequisite 10801136 English Composition 1

#### Textbooks

No textbook required.

#### Success Abilities

1. Cultivate Passion: Enhance Personal Connections

#### Program Outcomes

1. Demonstrate instructional support strategies for content areas
2. Implement developmentally appropriate practices to foster learning
3. Adapt instruction to meet the diverse needs of all learners
4. Incorporate the reflective process to promote professional growth

## Course Competencies

### 1. Apply social studies inquiry practices and processes.

#### Assessment Strategies

- 1.1. Oral, Written, Graphic and/or Skill Assessment

#### Criteria

*You will know you are successful when you:*

- 1.1. Construct a meaningful question that initiates an inquiry
- 1.2. Cite two reliable sources representing a range of perspectives and media related to topic
- 1.3. Develop claims using evidence to support reasoning
- 1.4. Communicate conclusions through a presentation
- 1.5. Identify an opportunity for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications

#### Learning Objectives

- 1.a. Explore the Wisconsin Social Studies Inquiry strand of standards.
- 1.b. Evaluate the importance of Inquiry as an 'umbrella strand.'
- 1.c. Explore ways to promote inquiry in the social studies classroom.
- 1.d. Evaluate types of questions.

### 2. Create a lesson plan reflecting the Economics content area.

#### Assessment Strategies

- 2.1. Oral, Written, Graphic and/or Skill Assessment

#### Criteria

*You will know you are successful when you:*

- 2.1. Develop a lesson plan linked to a content area standard
- 2.2. Create an instructional activity reflecting the content area standard
- 2.3. Identify a technology app or website reflecting the content area standard
- 2.4. Use one piece of literature reflecting the content area standard
- 2.5. Cite three resources
- 2.6. Create a formative assessment measuring performance in the content area stand

#### Learning Objectives

- 2.a. Explore the various Economics standards for different grade levels.
- 2.b. Explore resources for teaching Economics including NCSS
- 2.c. Explore children's literature relating to the Economics content area
- 2.d. Participate in an activity relating to the Political Science strand.

### 3. Create a lesson plan reflecting the Political Science content area.

#### Assessment Strategies

- 3.1. Oral, Written, Graphic and/or Skill Assessment

#### Criteria

*You will know you are successful when you:*

- 3.1. Develop a lesson plan linked to a content area standard
- 3.2. Create an instructional activity reflecting the content area standard
- 3.3. Identify a technology app or website reflecting the content area standard
- 3.4. Use one piece of literature reflecting the content area standard
- 3.5. Cite three resources

- 3.6. Create a formative assessment measuring performance in the content area standard

#### **Learning Objectives**

- 3.a. Explore the various Political Science standards at different grade levels.
- 3.b. Explore resources for teaching Political Science.
- 3.c. Explore children's literature related to the Political Science strand.
- 3.d. Participate in an activity relating to the Political Science strand.
- 3.e. Research formative assessments used in the Political Science strand.

### **4. Create a lesson plan reflecting the History content area.**

#### **Assessment Strategies**

- 4.1. Oral, Written, Graphic and/or Skill Assessment

#### **Criteria**

*You will know you are successful when you:*

- 4.1. Develop a lesson plan linked to a History content area standard
- 4.2. Create an instructional activity reflecting the History content area standard
- 4.3. Identify a technology app or website reflecting the History content area standard
- 4.4. Use one piece of literature reflecting the History content area standard
- 4.5. Cite three resources
- 4.6. Create a formative assessment measuring performance in the History content area standard

#### **Learning Objectives**

- 4.a. Participate in an activity focused on the History content area
- 4.b. Explore WI Department of Public Instruction History standards
- 4.c. Research formative assessments used in the History content area
- 4.d. Explore resources for teaching History
- 4.e. Explore children's literature relating to the History content area
- 4.f. Explore Act 30-Requiring the Teaching of the Holocaust and Other Genocides in Social Studies

### **5. Create a lesson plan reflecting the Geography content area.**

#### **Assessment Strategies**

- 5.1. Oral, Written, Graphic and/or Skill Assessment

#### **Criteria**

*You will know you are successful when you:*

- 5.1. Develop a lesson plan linked to a content area standard
- 5.2. Create an instructional activity reflecting the content area standard
- 5.3. Identify a technology app or website reflecting the content area standard
- 5.4. Use one piece of literature reflecting the content area standard
- 5.5. Cite three resources
- 5.6. Create a formative assessment measuring performance in the content area standard

#### **Learning Objectives**

- 5.a. Explain the five major themes of geography: Location, Place, Human-Environment Interaction, Movement, and Regions.
- 5.b. Participate in an activity focused on the 5 Geography themes
- 5.c. Explore WI Department of Public Instruction Geography standards
- 5.d. Research formative assessments used in the Geography content area
- 5.e. Explain how standards are structured by grade level and learning priorities
- 5.f. Explore resources for teaching Geography
- 5.g. Explore children's literature relating to the Geography content area

### **6. Create a lesson plan reflecting the Behavioral Science content area.**

#### **Assessment Strategies**

- 6.1. Oral, Written, Graphic and/or Skill Assessment

#### **Criteria**

*Your performance will be successful when you:*

- 6.1. Develop a lesson plan linked to a content area standard

- 6.2. Create an instructional activity reflecting the content area standard
- 6.3. Identify a technology app or website reflecting the content area standard
- 6.4. Use one piece of literature reflecting the content area standard
- 6.5. Cite three resources
- 6.6. Create a formative assessment measuring performance in the content area standard

**Learning Objectives**

- 6.a. Explore the types of Behavioral Sciences taught (Psychology, Sociology, Anthropology and Technology)
- 6.b. Participate in an activity focused on the Behavioral Sciences content area
- 6.c. Explore WI Department of Public Instruction Behavioral Science standards
- 6.d. Research formative assessments used in the Behavioral Science content area
- 6.e. Explore resources for teaching Behavioral Sciences
- 6.f. Explore children’s literature relating to the Behavioral Science content area

**7. Examine Wisconsin Act 31 and Native American Education**

**Assessment Strategies**

- 7.1. Oral, Written, Graphic and/or Skill Assessment

**Criteria**

*Your performance will be successful when you:*

- 7.1. Identify the local American Indian Nations and tribal communities in your surrounding school district
- 7.2. Identify one piece of literature written by a Native American author
- 7.3. Explain Native American Sovereignty
- 7.4. Reference the Wisconsin DPI curriculum, resources and websites
- 7.5. Reflect on Act 31 and your role as an educator in WI

**Learning Objectives**

- 7.a. Identify curriculum and web resources to support American Indian Studies
- 7.b. Explore resources available at DPI's website
- 7.c. Define sovereignty
- 7.d. Explain the purpose of Wisconsin Act 31
- 7.e. Explain the origin of Wisconsin Act 31