



Your competence will be assessed as you complete the EHT5 performance assessment for this course of study. This course of study may take up to 7 weeks to complete.

Introduction

Overview

This course of study is divided into three parts: health, visual and performing arts, and social studies.

The purpose of this course of study is to help you develop a repertoire of specific teaching skills and to provide you with opportunities to develop instructional materials that you will be able to use or adapt when you participate in demonstration teaching or are assigned your own elementary classroom.

The Specific Teaching Practices–Elementary Education Learning Community facilitator is available to share ideas about teaching social studies, health, and visual and performing arts. Take the time to participate in community activities, share teaching ideas with other students, and become the best elementary teacher you can be.

Watch the following video introduction for this course:

Outcomes and Evaluation

There are 3 competencies covered by this course of study; they are listed in the "[Competencies for Specific Teaching Practices: Health, Visual and Performing Arts, and Social Studies \(EHT5\)](#)" page.

Teaching Dispositions Statement

Please review the [Statement of Teaching Dispositions](#).

You will complete the following assessments as you work through the course of study.

Performance Assessment

You will complete the following performance assessment in [TaskStream](#):

- EHT5

Previews of task instructions and evaluation rubrics for this assessment are available via the "Assessment Preparation" box in the online course of study.

California candidates entering WGU on or after July 1, 2008 should review the [California Teaching Performance Assessments \(CalTPA\) Requirements for California Students](#) document.

Preparing for Success

The information in this section is provided to help you become ready to complete this course of



study. As you proceed, you will need to be organized in your studies in order to gain competency in the indicated areas and prepare yourself to pass the final assessments.

Your Learning Resources

The learning resources listed in this section will be required to complete the activities in this course of study. Follow the instructions provided to access these resources as early as possible in order to give yourself time to become familiar with them.

Automatically Enrolled Learning Resources

You will be automatically enrolled at the activity level for the following learning resources. Simply click on the links provided in the activities to access the learning materials.

VitalSource E-Texts

The following textbooks are available to you as e-texts within this course of study. You will be directly linked to the specific readings required within the activities that follow.

- Anspaugh, D., & Ezell, G. (2009). *Teaching today's health (9th ed.)*. Pearson/Benjamin Cummings. ISBN: 978-0321596772
- Borich, G. (2010). *Effective teaching methods: Research-based practice (7th ed.)*. Boston: Merrill/Prentice Hall/Pearson Education. ISBN: 0131367188 or 978-0131367180
- Duplass, J. A. (2011). *Teaching Elementary Social Studies: Strategies, Standards, and Internet Resources (3rd ed.)*. Belmont: Wadsworth. ISBN 10:1111179352 ISBN 13: 9781111179359
- Gelineau, R. (2011). *Integrating the arts across the elementary school curriculum (2nd ed.)*. Thomson/Wadsworth. ISBN: 978-1111301262

Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.

Enroll in Learning Resources

You will need to enroll in or subscribe to learning resources as a part of this course of study. You may already have enrolled in these resources for other courses. Please check the "Learning Resources" tab and verify that you have access to the following learning resources. If you do not currently have access, please enroll or renew your enrollment at this time.

Note: For instructions on how to enroll in or subscribe to learning resources through the "Learning Resources" tab, please see the ["Acquiring Your Learning Resources"](#) page.

MyLabSchool

Check your subscription for CourseCompass-MyLabSchool. If your subscription has expired, renew it.

"CourseCompass-MyLabSchool Renewal" should appear as a learning resource.

Other Learning Resources



You will use the following learning resources for this course of study.

WGU Library E-Reserves

This course of study utilizes resources located in the WGU Library E-Reserves, with articles available for you to download. For instructions on how to access WGU Library E-Reserves, see the "[Accessing WGU Library E-Reserves](#)" page.

The following e-reserve materials will be used in this course of study:

- Kirchner, G., & Fisburne, G. J. (1998). *Physical education for elementary school children (10th ed.)*. ISBN: 0697294862

Note: Access chapters from the Physical Education for Elementary School Children text through "WGU Library E-Reserves" > "Teacher Education" > "Effective Teaching Practices" > "Specific Teaching Practices (Elementary)."

Lesson Planning Best Practices

For this course of study, you will submit lesson plans to TaskStream. The [Lesson Planning Best Practices](#) resource is available to assist you in developing this important skill.

Please use this resource for this course of study and throughout the remainder of the program.

Additional Preparation

There are many different learning tools available to you within your course of study in addition to the learning resources already discussed. Take the time to familiarize yourself with them and determine how best to fit them into your learning process.

Message Boards, Study Notes, FAQs

Message boards, study notes, and FAQs are available in every course of study.

Use the "[Additional Learning Tools](#)" page to review these tools.

The WGU Central Library

The [WGU Central Library](#) is available online to WGU students 24 hours a day. The library offers access to a number of resources, including over 60,000 full-text e-books; articles from journals, magazines, and newspapers; course e-reserves; and tutorials on how to use these resources and the library. The library also includes a reference service for help with research questions or navigating the library.

For more information about using the WGU Library, view the "WGU Library: Finding Articles, Books & E-Reserves" video in the Student Resources section of [The WGU Channel](#).

Center for Writing Excellence: The WGU Writing Center

If you need help with any part of the writing or revision process, contact the Center for Writing



Excellence (CWE). Whatever your needs—writing anxiety, grammar, general college writing concerns, or even ESL language-related writing issues—the CWE is available to help you. The CWE offers personalized individual sessions and weekly group webinars. For an appointment, please e-mail writingcenter@wgu.edu.

Course Mentor Assistance

Course mentors are available to help you. Their job is to aid understanding in areas where you need to improve and to guide you to learning resources. Request their help as needed when preparing for assessments.

Course mentors cannot provide reviews of entire assessments. If you fail assessment attempts, review the provided feedback first, then ask the course mentor specific questions about what you can do to meet the competency standard. Request course mentor assistance as necessary in preparing for second attempts at objective assessments or performance task revisions. Mentors cannot guarantee you pass as they do not evaluate assessments; however, they can provide the assistance and advice necessary to help you succeed.

Please review this [presentation](#) on the benefits of collaborating with course mentors.

Health and Fitness

Did you realize that students often mimic their teacher's habits relative to speech, handwriting, and even health and fitness? That is why it is important to always remember to properly model good habits for your students. Living a productive life depends, in part, on developing and practicing healthy habits.

Elementary teachers have an obligation to practice healthy lifestyles and to design curriculum that includes health and fitness lessons that promote children's well-being.

Health and fitness are content areas that influence students' abilities to learn and to develop healthy lifestyles. You will learn how to develop health and fitness curriculum, to model healthy lifestyles, and to design health-related instruction and learning activities.

Elements of Health, Fitness, and PE Programs

After completing this topic, you will be able to discuss the components of an elementary health education program. You will be able to consider your own behaviors and how those behaviors model healthy or unhealthy habits for children, consider risks to children who are not physically active, and design effective physical education (PE) activities.

The following are several important questions to ponder as you approach this subject:

- How can you help students learn to develop behaviors and attitudes that promote a healthy lifestyle?
- What kind of health education unit might you develop that would be beneficial for elementary-aged children?
- How can you motivate children to be physically active?

Teaching Models for Health, Fitness, and Physical Education Programs



Read the following chapters from the *Teaching Today's Health* text:

- [chapter 2 \("The Role of the Teacher in Coordinated School Health Programs"\)](#)
- [chapter 3 \("Planning for Health Instruction"\)](#)
- [chapter 12 \("Strategies for Teaching Sexuality Education"\)](#)

Examine an integrated health lesson at your preferred grade level at the following site:

- [NC Healthy Schools](#)

As you read the chapters and examine lesson plans at the NC Healthy Schools website, write an outline that includes the most important elements of a health education program. As you write the outline, consider the following questions:

- What content should be taught in an effective school health instruction program?
- How can health instruction be integrated into other content areas?
- How will you evaluate the effectiveness of the health instruction you have provided in your classroom?

Use this outline to choose an instructional model that is most applicable to you at this point, and research it. Go to the message board for this course and post a description of your chosen instructional model. Include the following examples:

- one example of a healthy lifestyles learning objective that you will teach at your preferred grade level using the model of instruction you have researched
- two examples of how the healthy lifestyle content from the learning objective discussed can be integrated into other areas of the curriculum
- one example of how you will evaluate the effectiveness of your instruction

After reading and discussing samples that have been posted, reflect on two important things you have learned and how they might shape your instruction.

Planning a Physical Education Curriculum

Read the following chapter from the *Physical Education for Elementary School Children* text in the WGU Library E-Reserves:

- chapter 9 ("Planning a Physical Education Curriculum")

Post your response to the following prompt in the [Specific Teaching Practices: Health, VPA and Social Studies Learning Community](#):

- Develop a list of factors teachers need to consider when planning health and physical education curriculum.
- Provide an example of how your personal interests and skills can be used to demonstrate movement skills and to support student development of skills. (This can be



a written description, or you might post a video of yourself actively engaged in physical movement of your choice).

Compare your list with the thoughts of your peers in the learning community.

Do the following exercise and then share it with a family member or friend:

- Explain the teaching model you might use to meet a specific physical education learning objective.
- Why did you select the specific teaching model you chose?

Supervision and Safety Considerations When Teaching Physical Education

Although you may have a physical education specialist available to teach your students, many schools across the nation require the classroom teacher to provide physical education instruction. Effective physical education teachers understand the risks involved when engaging students in active play so that a safe learning environment is maintained.

Read the [Appropriate Instructional Practice Guidelines for Elementary School Physical Education](#) document from the National Association for Sport and Physical Education (NASPE) website. Create a one-page graphic organizer with key ideas for each of the following topics:

- legal issues
- safety considerations
- supervision
- first aid

Post your key ideas in response to the following prompt in the [Specific Teaching Practices: Health, VPA and Social Studies Learning Community](#):

- What responsibilities does the physical education teacher need to be aware of?

Review the key ideas posted by your peers. Identify five key ideas that will help you promote safety during physical education instruction.

Modeling Healthy Behaviors

Review the following chapter from the *Teaching Today's Health* text:

- [chapter 2 \("The Role of the Teacher in Coordinated School Health Programs"\)](#)

How can teachers model healthy behavior for students? Teachers have many opportunities to influence the development of healthy behaviors.

- Think about ways in which teachers you know have modeled healthy behaviors.
- Think about how you can model healthy behaviors yourself.
- Make a list of ways you think you could model healthy behavior for your future students.



Physical Education Instruction

These activities will focus on physical education methods, motivators, organized games versus free play, and adapting PE instruction for students with disabilities.

Physical education is a critical element of elementary curriculum. Through physical education, children learn important motor skills and develop habits and attitudes toward physical activity that will benefit them throughout life.

Designing Physical Education Lessons

Physical education includes the design of lessons that promote the development of motor skills and the development of healthy lifestyles. One of the decisions teachers need to make is whether to structure organized games that promote physical development or to allow students free time to structure activities. Additionally, teachers need to determine how to adapt instruction to meet the needs of students with special needs.

Reflect on the following questions as you complete the activities for this topic:

- How will you determine which lessons are appropriate for the children you will teach?
- How will you adapt lessons for children with special needs, including delayed large motor skill development, advanced physical ability, and students learning English as a second language?

Physical Education Methods

Read or review the following chapters from the *Teaching Today's Health* text:

- [chapter 2 \("The Role of the Teacher in Coordinated School Health Programs"\)](#)
- [chapter 10 \("Strategies for Teaching Body Systems and Personal Health"\)](#)
- [chapter 12 \("Strategies for Teaching Sexuality Education"\)](#)

Read or review the following chapters from the *Physical Education for Elementary School Children* text in the WGU Library E-Reserves:

- chapter 4 ("Using Teaching Strategies and Techniques")
- chapter 6 ("Locomotor, Nonlocomotor, and Manipulative Skills")
- chapter 9 ("Planning a Physical Education Curriculum")

Select a learning objective for physical education that relates to teaching a motor skill. Think about the methods you would use to effectively teach students this skill. Share these methods with your peers.

Post your thoughts about these methods in the [Specific Teaching Practices: Health, VPA and Social Studies Learning Community](#).

Motivators

Review the following chapter from the *Physical Education for Elementary School Children* text in



the WGU Library E-Reserves:

- chapter 4 ("Using Teaching Strategies and Techniques")

Review the four types of motivational techniques that can be used to help students set goals and stay on task described in chapter 4. Give an example of each.

Review the four models of behavior management described in chapter 4. Create a table listing the strengths and weaknesses of each model.

Rules of Organized PE Games

Read about kickball, soccer, and basketball rules at the following websites:

- "[Kick Ball Regulation Rules](#)"
- "[The Official Soccer Site for Officials, Referees, Players, and Fans: Laws of the Game](#)"
- "[13 Rules of Basketball](#)"

Respond to the prompt below about teaching students the rules of a specific sport.

- Imagine that you are teaching students a sport. Write a script to reveal what you would say and have students do to learn the rules of that sport.

Free Play Versus Organized Games

Read or review the following chapters from the *Teaching Today's Health* text:

- [chapter 2 \("The Role of the Teacher in Coordinated School Health Programs"\)](#)
- [chapter 4 \("Strategies for Implementing Health Instruction"\)](#)

Review the following chapter from the *Physical Education for Elementary School Children* text from the WGU Library E-Reserves:

- chapter 4 ("Using Teaching Strategies and Techniques")

Pay attention to the differences in free versus organized play.

Develop a matrix to compare and contrast free play and organized games. Compare across categories (e.g., monitoring, benefits to students, challenges to teachers, planning strategies, outcomes).

Post what you have learned to the [Specific Teaching Practices: Health, VPA and Social Studies Learning Community](#).

Adapting Physical Education Instruction

Access and read the following web page to learn important principles for adapting activities:

- "[Principles for Adapting Activities in Recreational Programs and Settings](#)"



Think of one of your favorite physical education activities. Now consider how you could adapt a physical education lesson for a student who has a specific type of disability.

602.4.20-08 Performance Task

Complete the following task in [TaskStream](#):

- EHT5: 602.4.20-08

For directions on how to receive access to performance assessments, see the "[Accessing Performance Assessments](#)" page.

Visual and Performing Arts Instruction

Visual and performing arts include dance, visual art, theatre, and music. Elementary children benefit from having competent and comprehensive instruction in the arts. Research has shown that individuals who learn visual arts and practice performing arts experience many benefits.

The elementary education curriculum provides numerous opportunities for teachers to integrate the arts in other content areas such as social studies, language arts, mathematics, and science.

The arts are an integral component of elementary school curriculum. Elementary teachers need to know effective methods for teaching children music, art, dance, and theatre.

Methods for Teaching the Arts

After completing this section of the course of study, you should be able to design effective lessons for teaching visual art, dance, theatre, and music.

You will discover methods for engaging students actively in art lessons and will understand different areas of emphasis in the arts.

As you complete the following section, reflect on the following questions:

- What kind of arts activities did you enjoy as a child?
- How did the learning experiences you remember about the arts influence your appreciation of visual art, music, theatre, and dance?

Methods for Teaching the Arts

Read the following chapters in the *Integrating the Arts Across the Elementary School Curriculum* text:

- [chapter 1 \("Arts in Education"\)](#)
- [chapter 3 \("Art"\)](#)
- [chapter 7 \("Making Connections"\)](#)

As you read, take note of the variety of methods that exist for teaching the arts.

Share your thoughts about teaching methods for the arts in a pertinent discussion



thread in the [Specific Teaching Practices: Health, VPA and Social Studies Learning Community](#).

Write an objective for an art lesson.

- Determine an appropriate instructional strategy to help students meet the objective.
- Explain why the strategy you selected would be appropriate.
- Share this with your peers on the [Specific Teaching Practices: Health, VPA and Social Studies Learning Community](#).

Leading Students in Activities

Lead a role-playing activity, singing activity, choral reading, or dramatization with a small group of children. Reflect on that activity.

- What made the activity successful?
- What strategies did you use to differentiate instruction for students with special needs, including students with disabilities (e.g., reading-dyslexia, writing-disgraphia), gifted and talented students, and english language learners?
- What would you do differently if you were to redo the activity?
- What instructional goals did the activity meet?

Areas of Emphasis in Visual and Performing Arts

Read all of the remaining chapters (2, 4, 5, and 6) in the following text:

- [*Integrating the Arts Across the Elementary Curriculum*](#).

As you read, focus on the elements and principles of visual and performing arts. Develop a matrix to compare and contrast the principles and elements.

Read about the elements and principles of art by accessing the following web pages:

- "[Elements and Principles of Design](#)"
- "[Design and Colour](#)"
- "[Arts in Education](#)"

Applying Principles and Elements

Design a simple learning activity that would promote the development of one or more of the elements or principles of art.

Art Appreciation and Creativity

Creativity is the heart of expression and problem solving. Art appreciation encompasses the ability to view expressions of art and form informed opinions about them.

Elementary teachers need to be able to model creativity, to structure lessons that promote creativity, and to help students develop a set of criteria for viewing and appreciating art, music, theatre, and dance.



As you complete the following section, reflect on the following questions:

- What makes a person creative?
- Can creativity be learned?
- How does creativity influence not only artistic expression but everyday problem solving?

Aspects of Art Education

Review the following portions of the *Integrating the Arts Across the Elementary School Curriculum* text:

- The Introduction
- [chapter 1 \("Arts in Education"\)](#)

Then access the following learning resource to explore visual art principles and elements:

- "[The Artist's Toolkit](#)"

What have you learned? Jot down at least three important points in a journal or notebook that you would want to incorporate into a lesson for your students.

Art Appreciation

Use the following chapter in the *Integrating the Arts Across the Elementary School Curriculum* text:

- [chapter 1 \("Arts in Education"\)](#)

Think about strategies you might use to help children learn to appreciate visual and performing arts.

- How will you help children view art and understand works of art?

Share your thoughts about music and art appreciation in the [Specific Teaching Practices: Health, VPA and Social Studies Learning Community](#). How can you help children appreciate music and art?

Aspects of Music Education

As an elementary teacher, it is important to have a well-rounded education so that you are able to teach a variety of subjects. Music education may be taught by a specialized music teacher; however, in many cases, the classroom teacher is expected to provide this instruction. When curriculum is taught thematically, music instruction can be integrated with many content areas. The standards for music instruction include performance, appreciation, history, notation, and evaluation.

Think about your elementary years in school. Did any of your teachers play an instrument or sing? What memories do you have of music education?



View the following videos from Educational Impact: Teacher Evaluation Practice Center, Module 5: Topic A:

- [Ms. Dries' Music Class videos 2, 3, 4, 5, and 6](#)

Consider the following question:

- How might you use your personal talents in music to enhance learning in your classroom?

Share your ideas in the [Specific Teaching Practices: Health, VPA and Social Studies Learning Community](#).

Music can be used as a lens to understand culture, history, and society. Read the following article:

- [Music Education in a Time of Cultural Transformation](#)

Respond to the following prompt in the [Specific Teaching Practices: Health, VPA and Social Studies Learning Community](#):

- How might you use music to help students explore culture?

Music education includes instruction in theory and notation at a grade-appropriate level. View the following two videos:

- [Note Reading Basics](#)
- [Time Signature and Rhythm Basics](#)

Write an objective for a music lesson that is appropriate for your desired grade level. Determine an appropriate instructional strategy to help students meet the objective. Explain why the strategy you selected would be appropriate. Describe how you would assess student progress on the objective.

Share your objective with your peers on the [Specific Teaching Practices: Health, VPA and Social Studies Learning Community](#).

Leading Students in Activities

Lead a singing activity with a small group of children. Consider the following questions:

- What made the activity successful?
- What would you do differently if you were to redo the activity?
- What instructional goals did the activity meet?

Reflect on what you have learned about the importance of music education. Share your thoughts with another educator. Write down three key ideas that you would implement in your



own classroom.

Creativity

Review the following chapter in the Integrating the *Arts Across the Elementary School Curriculum* text:

- [chapter 2 \("Exploring Creativity in the Classroom"\)](#)

Think about your understanding of creativity.

- What are the elements of creativity?
- Can creativity be learned?

Develop a list of methods teachers can use to foster creativity in students.

Share your list with others in your program by posting it to the [Specific Teaching Practices: Health, VPA and Social Studies Learning Community](#).

602.4.21-03 and 602.4.21-05 Performance Tasks

Complete the following tasks in [TaskStream](#):

- EHT5: 602.4.21-03
- EHT5: 602.4.21-05

For directions on how to receive access to performance assessments, see the "[Accessing Performance Assessments](#)" page.

Visual and Performing Arts Evaluation, Standards, and Safety

In addition to providing effective arts instruction, elementary teachers also need to be able to objectively and effectively evaluate student artwork. They need to meet national visual and performing arts standards and construct learning environments that include the safe use of art materials and tools.

Standards and Evaluating Student Art

Art is often described as being subjective and open to interpretation. Consider, then, the following questions:

- How do teachers design assessments to effectively evaluate student artwork?
- How should teachers evaluate student productions to determine that students have met the competencies described in National Arts Standards (found in the first activity in this topic)?

Visual and Performing Arts Standards

Review the following visual and performing arts standards from the Kennedy Center website:



- ["K-4 Standards in Dance, Music, Theater and Visual Arts"](#)

Evaluation of Art Work

Use the following chapters in the *Integrating the Arts Across the Elementary School Curriculum* text:

- [chapter 1 \("Arts in Education"\)](#)
- [chapter 3 \("Art"\)](#)
- [chapter 5 \("Drama"\)](#)

Answer the following question:

- What can teachers expect in terms of artistic production at different grade levels?

ZimmerWorks

Access and review the following web page from ZimmerWorks.com:

- ["ZimmerWorks: Rubric for Grading Art"](#)

Think about an objective for an art lesson you might teach that includes student production.

- What kind of evaluation would you use to effectively assess the production?
- What kinds of criteria need to be included in the evaluation?

Safety Rules

Safety is an important consideration when planning an art lesson. Use the following chapter in the *Integrating the Arts Across the Elementary School Curriculum* text:

- [chapter 3 \("Art"\)](#)

Develop a list of the top ten things you will do to keep students safe during art class.

Think of a way that you could incorporate art, music, or dance into a social studies lesson.

Discuss your thoughts with others in your program by posting to the [Specific Teaching Practices: Health, VPA and Social Studies Learning Community](#).

602.4.21-11 Performance Task

Complete the following task in [TaskStream](#):

- EHT5: 602.4.21-11

For directions on how to receive access to performance assessments, see the "[Accessing Performance Assessments](#)" page.

Social Studies Instruction



Social studies, otherwise known as social science, is an extremely important subject for helping students gain a better understanding of their world, their community, and themselves.

Social studies instruction includes four important goals:

- to acquire knowledge from social sciences, history, and humanities
- to develop skills to think about and process information
- to develop values and beliefs that promote citizenship
- to participate in social environments

Helping students understand the world in which they live forms the basis for social studies instruction. The array of psychological and socio-cultural topics covered in social studies affords teachers many opportunities to use interesting, interactive, and creative instructional strategies.

Geography

Social studies teachers need to implement instructional strategies that help children represent aspects of the world and use information to make important decisions. As you complete the following section, reflect on the following question:

- As a teacher, how will you engage students in learning activities that expose children to critical thinking as they come to better understand the social nature of humankind?

Study and Learning Skills

Read the following chapters from the *Teaching Elementary Social Studies* text:

[Unit 2 \("Planning Social Studies Instruction"\)](#):

- Topic 7 (Instructional Models)
- Topic 8 (Lesson Planning & Differentiated Instruction)
- Topic 9 (Choreography of Instruction)

As you read, try to gain a general sense of the types of instructional strategies teachers can use to help children make decisions about information.

Map Lessons: The Route to Improved Geography Skills

Access and read the following social science lesson-planning web page from Education World:

- "[Map Lessons: The Route to Improved Geography Skills](#)"

After reading the lesson plans from the above activity, choose a grade level. Then select one of the five lesson plans you just read that you think would be appropriate to use at that grade level.

- Which lesson plan did you choose? Why?

Geography Instructional Strategies

Access and read the following article:



- ["Teaching Geography in the Elementary School"](#)

List some of the deficiencies in the teaching and learning of geography in elementary schools addressed in the "Teaching Geography in the Elementary School" article.

- How can you as a teacher help improve geography instruction?

Interpreting Graphs, Charts, and Diagrams

Read the following chapters in the *Teaching Elementary Social Studies* text:

Unit 5 ("21st Century Literacy and Basic Skills in Social Studies"):

- Topic 29 (Charts and Statistics)
- Topic 30 (Creating and Interpreting Maps)
- Topic 31 (Chronological Thinking and Timelines)

Unit 6 ("Social Studies Instructional Approaches"):

- Topic 33 (Concept Formation)

Unit 7 ("Social Studies Methods"):

- Topic 42 (Concept Organizers)

Then think of a lesson you might teach that includes graphic information.

- How will you teach students to interpret information that is represented graphically?

Instructional Strategies for Teaching Social Studies

In this section, you will learn about different kinds of instructional and learning strategies teachers can use to provide instruction in social studies

You will also learn specific strategies for teaching current events and lessons with historical, political, and cultural contexts; and you will explore ideas for integrating social studies in other content areas.

As you complete this section, reflect on the following questions:

- How can experiential and service learning be connected to elementary social studies?
- How as a teacher will you match learning objectives for social studies with appropriate and engaging instructional and learning strategies?
- How can social studies instruction be differentiated to meet special needs in reading and writing, like students with disabilities (e.g., dyslexia and dysgraphia), gifted and talented students, and English language learners?

Teaching Strategies and Social Sciences



Read the following chapters in *Teaching Elementary Social Studies*:

[Unit 6 \("Social Studies Instructional Approaches"\):](#)

- Topic 32 (Strategies and Direct and Indirect Instruction)
- Topic 34 (Active Versus Passive Learning)

[Unit 7 \("Social Studies Methods"\):](#)

- Topic 38 (Modeling and Metacognition)
- Topic 43 (Group Learning)
- Topic 45 (Discovery Learning, Self-Directed Learning, and Learning Centers)
- Topic 46 (Role Playing and Games)
- Topic 48 (Service Learning, Field Trips, and Guest Speakers)

These chapters should relate to various instructional strategies such as simulations, games, reenactments, problem solving theater, and technology.

Choose a grade level and a social studies concept taught at that grade level.

- Which of the various instructional strategies (e.g., simulations, games, etc.) could be effective in helping to teach that concept?
- How would various instructional strategies provide support for students with special needs?

Comparing and Contrasting Instructional Strategies

Read the following chapters from the *Effective Teaching Methods: Research-Based Practice* text:

- [chapter 7 \("Teaching Strategies for Direct Instruction"\)](#)
- [chapter 8 \("Teaching Strategies for Indirect Instruction"\)](#)

Develop a matrix to summarize how different instructional strategies are used in social studies. Include an example of an appropriate lesson topic for each instructional strategy.

Share the ideas from the matrix you created on in the [Specific Teaching Practices: Health, VPA and Social Studies Learning Community](#).

Teaching Current Events

Access and read the following web page from Education World:

- "[Twenty-Five Great ideas for Teaching Currents Events](#)"

Now, discuss the following topic with a family member or friend.

- Give an example of a current event you would like for students to learn.



- What instructional strategy would you use? Why?

Historical and Cultural Contexts

Read the following chapters in the *Teaching Elementary Social Studies* text:

[Unit 1 \("Introduction to Social Studies Fundamental Goals"\):](#)

- Topic 2 (Social Studies Knowledge)
- Topic 3 (Character Education)
- Topic 4 (Citizenship Education)
- Topic 5 (Multicultural and Global Education)

[Unit 2 \("Planning Social Studies Instruction"\):](#)

- Topic 6 (Expanding Knowledge and Core Knowledge Frameworks)

Then read about political cartoons on the following web page:

- "[Using Political Cartoons in the Classroom](#)"

Think of a learning activity where you could include a political cartoon as part of the lesson. What purpose would the lesson serve?

Integrated Lessons

Read or review the following chapters in the *Teaching Elementary Social Studies* text:

[Unit 2 \("Planning Social Studies Instruction"\):](#)

- Topics 6-9, which have been listed in previous sections
- Topic 11 (Internet Resources, Sources, and Safety)
- Topic 12 (Adapting Internet Lesson Plans, and Resources to Your Classroom)

[Unit 4 \("Social Studies Disciplines, Standards, and Internet Resources"\):](#)

- Topic 16 (National and State Standards)
- Topic 17 (Social Studies, Standards, and Internet Resources)
- Topic 18 (History, Standards, and Internet Resources)
- Topic 19 (Economics, Standards, and Internet Resources)
- Topic 20 (Geography, Standards, and Internet Resources)
- Topic 21 (Government, Standards, and Internet Resources)
- Topic 22 (Social Sciences, Standards, and Internet Resources)

Then access and read some examples of social studies lessons and activities on the following Discovery Education web page:

- "[Lesson Plans Library: Grades K-5](#)"



Select one of the social studies lesson plans from the lesson plan library you just visited. Think of ways that you could integrate objectives from another subject (i.e., math, language arts) into the lesson or unit.

- Be sure to consult the "Extensions" section at the end of each lesson plan for suggestions.

Assessments for Social Studies

Review the following chapters in the *Teaching Elementary Social Studies* text:

[Unit 3 \("Assessing Student Learning in Social Studies"\)](#):

- Topic 13 (Assessment)
- Topic 14 (Alternative Assessment)
- Topic 15 (Traditional Assessment)

Then access the following web page and read about social studies rubrics:

- "[Social Studies Rubrics](#)"

Develop an assessment for evaluating student mastery of social science concepts.

Talk about the kind of assessment you developed, the reasons why you chose this assessment model, and any resources you used in developing the model in the discussion thread in the [Specific Teaching Practices: Health, VPA and Social Studies Learning Community](#).

602.4.19-06, etc. and 602.4.19-08, 603.1.4-04 Performance Tasks

Complete the following tasks in [TaskStream](#):

- EHT5: 602.4.19-06, etc.
- EHT5: 602.4.19-08, 603.1.4-04

Final Steps

Congratulations on completing the activities in this course of study! This section will guide you through the assessment process.

Assessment Information

The activities in this course of study have prepared you to complete the EHT5 performance assessment. If you have not already completed the assessment, you will do so now.

Accessing Performance Assessments

You should have completed the following tasks as you worked through this course of study. If you have not completed the tasks in [TaskStream](#), do so now.

- EHT5: Task 602.4.20-08
- EHT5: Task 602.4.21-03



- EHT5: Task 602.4.21-05
- EHT5: Task 602.4.21-11
- EHT5: Task 602.4.19-06, etc.
- EHT5: Task 602.4.19-08, 603.1.4-04

For directions on how to receive access to performance assessments, see the "[Accessing Performance Assessments](#)" page.

Note: Please consult with your mentor regarding when you should request to take your assessments for this course. Remember that you will complete this assessment, along with the performance assessments for ELT12, EFT45, and EHT5 prior to taking the ELO5 objective exam.

Feedback

WGU values your input! If you have comments, concerns, or suggestions for improvement of this course, please submit your feedback using the following form:

- [Course Feedback](#)

ADA Requirements

Please review the [University ADA Policy](#).