American Public University System

The Ultimate Advantage is an Educated Mind

Education
EDUC547
Elementary School Social Studies
Credit Hours = 3
Length of Course = 16 weeks
Prerequisite = EDUC502 Foundations of Curriculum and Instruction

Instructor Information

Instructor: APUS Faculty

Course Description (Catalog)

This course includes an exploration of the materials and techniques for effective teaching of the social studies, with an emphasis on the selection and organization of classroom methods and materials to accelerate the preadolescent and adolescent child’s understanding of their social and global environment. Topics covered include developing and using criteria to select appropriate social studies content, skills, and attitudinal objectives; teaching strategies; the inclusion of 21st Century tools in the classroom setting; and the evaluation procedures that facilitate the social learning of young children and adolescents. It also addresses the cultural, economic, political, and social development of students living in a multicultural and global environment. Current issues and topics in social studies education are also examined.

Course Scope

The scope of this course is to develop the knowledge, skills, and understandings needed to teach social studies in the elementary classroom. Instructions, assessments and learner centered approaches will encompass the course and its content. The goal of the course is to introduce future elementary teachers of social studies to the various concepts, teaching methods, technology and applications that can be used to teach elementary social studies students. Course topics will include:

State Standards and Elementary Social Studies Education
Social Studies Foundations
Social Studies Curriculum
Teaching Strategies for Elementary Social Studies Educators
Technology and the Elementary Social Studies Classroom
Designing Lesson Plans
Reading and Writing in Elementary Social Studies
Assessing the elementary Social Studies Learner
World Connections with Social Studies
Social Studies Themes in the Elementary Classroom (10 National Social Studies Themes)

Course Objectives

After successfully completing this course, students will be able to:

1. Discuss reasons to teach social studies and the relevance of social sciences curriculum in elementary education.
2. Discuss the 10 National Themes for Social Studies as a framework for social studies program design.
3. Integrate social studies with other curriculum areas in elementary education.
4. Develop social studies lesson plans and other course control documents in four social studies disciplines to include evaluation strategies and assessment procedures.
5. Teach social studies lessons from an integrated and learner-centered approach that meets the individual needs of each student.
6. To understand the state-mandated social studies competencies for primary grades.
7. To analyze and incorporate the national-standards (themes) competencies.
8. To analyze and create methods of evaluation and assessment.
9. Create lessons which incorporate World connections
10. To create various avenues of learning in the social studies through self-directed inquiry, problem-solving, critical thinking, and reflection in the real world and creative contexts

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Resources and access to an online learning management system will be made available to each student. Online assignments are due by Sunday evening of the week as noted and include Forum questions (accomplished in groups through a threaded forum), field experience, individual assignments, and a final project.

Course Materials

Course Textbooks:

Two texts are required for this course.

ISBN: 978- 0807745229


ISBN: 0791469107

Recommended Textbook for the degree program:
In addition to the required texts in this course, you are strongly encouraged to purchase the latest addition of the *Publication manual of the American Psychological Association* (Currently 6th Ed.) if you have not previously purchased this resource.

In addition to the required course texts the following public domain Websites are useful. Please abide by the university’s academic honesty policy when using Internet sources as well. Note Web site addresses are subject to change.

Academy Curricular Exchange
http://ofcn.org/cyber.serv/academy/ace/soc/high.html

American Historical Association
http://www.historians.org/teaching/NCATE.htm

Association for Social Studies Educators and Teachers
http://ptan.org/association%5Casset.htm

Bloom’s Taxonomy
http://www.officeport.com/edu/blooms.htm
http://www.coun.uvic.ca/learn/program/hndouts/bloom.html

Education World – Standards listing

Krathwohl’s Taxonomy
http://classweb.gmu.edu/ndabbagh/Resources/Resources2/krathstax.htm

National Center for History in the Schools
http://www.sscnet.ucla.edu/nchs/standards/

National Council for the Social Studies
http://www.socialstudies.org/

National Council on Economics Education
http://www.ncee.net/ea/index.php

National Education Technology Standards for Teachers
http://osx.latech.edu/teachers/index.shtml

National Geography Standards
http://www.nationalgeographic.com/xpeditions/standards/

National Standards for Civics and Government
http://www.civiced.org/standds.html

National Standards for History
http://www.sscnet.ucla.edu/nchs/standards/

National Social Studies Supervisors Association
http://www.socialstudies.org/nsssa/

PASS Social Studies
http://www.socialstudies.org/pass

Teaching Matters
The Eighteen National Geography Standards
http://www.ncge.org/publications/tutorial/standards/

**Homework assignments (7)**
Throughout the semester you will write responses to weekly questions. These responses will involve analyses of readings, comparing and contrasting the views of authors, and critique of arguments presented by the readings or the class. Papers will be graded for accuracy of interpretation, rigor of argument, and clarity of expression. Papers should be 3 – 5 pages in length.

**Forum Board Participation (7)**
The Forum Board will be employed for discussing issues of interest to the class through the web. Students are required to post their biography in the Discussion Board (week 1) and participate each week in a forum Board thread. Also, appropriate “NETIQUETTE” should be followed for all postings and forum posts should include APA format on all references cited. It is best to reference at least one outside resource in your posts. **Your forum post is due by Midnight on Thursday of the week listed. The minimum length of your forum posts are approximately 1 double spaced page (300 words). Your 2 responses to classmates’ postings are due by Midnight on Sunday of the week listed and should be a minimum of 150 words (about a paragraph). Writing “I agree” or “you are right” does not meet the requirements of a thoughtful response to your classmates.**

**Field Observation/Experience**
You are to visit a nearby school, observe the teaching style of the teacher, and the behavior of the students while learning. Keep a personal notebook of your observation for each day or hour that you observe. Using the information gathered from your observation, you will create two (2) social studies lessons which should be interdisciplinary by incorporating another discipline. For example, your lesson could be on the geography of the United States while tying it together with science vocabulary. You will submit both lesson plans to me for grading and feedback.

**Final Project**
You will create a virtual social studies tour for your final project! Elementary aged students love reading, listening to reading, watching movies and taking field trips & virtual tours. The goal is to weave these resources together to create a dynamic field trip for students.

For the project, as the teacher of your class, you will first select a social studies topic. Next, using the Internet, find active/working links (URLs) related to your topic. Place these links into a Microsoft Word document and label each link.

After you have created your virtual trip, you will also need to create an assessment to ensure that your students "have taken their virtual trip"! For example, you could have your students write an essay or take a multiple-choice quiz, based on their "trip".

Your final project should contain a minimum of 15 resources with a maximum of 20. All links should be active and should be sequenced as if you were taking these students for a real tour. All internet resources should be labeled and the topic for your tour should be listed at the very beginning of your paper. This assignment along with the
assessment for the virtual tour should be uploaded for grading to me by the last week of class.

<table>
<thead>
<tr>
<th>Grade Instruments</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Homework (7 assignments @ 5 points each)</td>
<td>35%</td>
</tr>
<tr>
<td>Forum Board Participation (7 assignments @ 3 points each)</td>
<td>21%</td>
</tr>
<tr>
<td>Field Experience</td>
<td>19%</td>
</tr>
<tr>
<td>Final Project</td>
<td>25%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

The success of this course depends on our ability to have read the assigned readings closely, to have thought carefully about the points raised or ignored by authors, and to bring to the group your questions and concerns about their theses and positions into the discussions groups. Having prepared the readings prior to class ensures your productive participation.

We should work to achieve conversational exchanges with each other through Forum posts and emails, constructively challenging each other to think broadly and critically about ideas or assertions posed by the readings.

In all participation and assignments I am looking for evidence of:

- demonstration of substantial knowledge and higher order thinking and analytic skills and application of facts, concepts, terms, and processes learned/read/discussed;
- critical contemplation, i.e., "grapple" with issues and topics;
- appropriate use of knowledge learned;
- imaginative thinking and responses to challenges/problems/issues;
- exploring underlying assumptions about education and schooling;
- clarity of expression and logical connection among ideas expressed;
- writing that reflects precise and concise thinking;
- excellent grammar, syntax, and spelling.

**APUS Policy on Plagiarism:**

Plagiarism is a serious violation of APUS’s code of academic conduct. The Student handbook explains specific policies and penalties. Here is the link to the policy:


Additionally, the School of Education offers further clarification. Specifically, all students in this course are to follow these guidelines:

- Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.
- Do not insert parts of class lectures, online modules, or tutorials, including examples, into your own work, without permission or citation. These are
published by the instructors, who properly cite the sources of any external published sources.
• Do not insert parts of previous students’ work or current students’ work into your own work, without permission and/or citation.

You are expected to use your own words to demonstrate your understanding of the content of this course. While it is appropriate to reference experts and outside resources, students should do so judiciously to avoid simply summarizing and paraphrasing what all other sources have stated about a given topic. Remember, always cite any work that is not your own intellectual property. Failure to do so may result in failing an assignment and/or course and ultimately may result being removed from the program due to a violation of professional dispositions.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA / Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0 / 100 - 94</td>
<td>Very high quality, clearly above average work</td>
</tr>
<tr>
<td>A-</td>
<td>3.67 / 93- 90</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.53 / 89- 87</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0 / 86- 84</td>
<td>Expected performance level</td>
</tr>
<tr>
<td>B-</td>
<td>2.67 / 83- 80</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.33 / 79- 77</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0 / 76- 73</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.67 / 72- 70</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>D+</td>
<td>1.33 / 69- 67</td>
<td>Failing</td>
</tr>
<tr>
<td>D</td>
<td>1.0 / 66- 64</td>
<td>Failing</td>
</tr>
<tr>
<td>D-</td>
<td>.67 / 63- 60</td>
<td>Failing</td>
</tr>
<tr>
<td>F</td>
<td>0.0 / 59- 0</td>
<td>Failing</td>
</tr>
</tbody>
</table>
## 16 Week Course Outline

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topic(s)</th>
<th>Learning Objective(s)</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 &amp; 2</td>
<td>Defining Social Studies</td>
<td>Discuss what the term <em>social studies</em> means</td>
<td>Ross – Introduction and Chapters 1, 3 and 5</td>
<td>Post your biography in the Discussion Board Newsgroup</td>
</tr>
<tr>
<td></td>
<td>The Struggle for Social Studies Curriculum</td>
<td>Describe the seven traditional disciplines of social sciences and four most commonly accepted</td>
<td>Thornton – Introduction and Chapter 1</td>
<td>Submit HW#1 – Answer the questions:</td>
</tr>
</tbody>
</table>
| | | Compare and contrast the value of a “passive” approach to teaching social studies with an “active” approach that creates a personally meaningful understanding of the world. | | 1. “What is your definition of the discipline of Social Studies?”  
2. What is your opinion of the goals outlined by the NCSS?  
3. Do you agree with all of the NCSS goals? Why?  
4. Are there other goals you would add? |
| | | Discuss State Standards and the role they play in Social Studies education | | Participate in Forum # 1 – What is the relationship between the humanities and social sciences in social studies education? Post your response to this question and comment on the responses of two of your classroom colleagues. |
| | | Describe the three roles of teachers in social studies curriculum implementation | | Go to the Curriculum Standards for Social Studies Standards (See link under course materials) and review the ten thematic strands that form the basis of the social studies standards. |

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topic(s)</th>
<th>Learning Objective(s)</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
</tr>
</thead>
</table>
| 3 & 4 | Curriculum Organization | Describe how the learner-centered model applies to elementary social studies education. | Ross – Chapters 2 and 4 | Submit HW# 2 – Answer the following:  
1. “What are the essential elements of a good social studies curriculum?  
2. Discuss the implications of constructivist theory for curriculum planning and design in social studies. |
<p>| | | Define a “constructivist” approach to teaching | Thornton – Chapter 2 | Participate in Forum # 2 – Answer the following: Discuss the definition of constructivist theory and the |</p>
<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topic(s)</th>
<th>Learning Objective(s)</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
</tr>
</thead>
</table>
| 5 & 6 |          | children’s literature review plays in elementary social studies education  
Identify the formal and informal sources for appropriate social studies curricula  
Discuss techniques (short term) and strategies (long term) appropriate for elementary social studies education. | Thornton–Chapter 3  
Ross – Chapter 6, 7, 8, 9 & 13 | Submit HW# 3 – Answer the following question: As you read in Ross (2006) about the issues surrounding diversity, how does that change the source of “aims” in society overall and in particular, in our classrooms?  
Participate in Forum # 3 – Answer the question: What elements are most important for creating a mirror image of a community in the classroom? How does a multicultural society help define the curriculum? Expound on controversies surrounding social studies curriculum. Post your response to this question and comment on the responses of two of your classroom colleagues. |
| 7/8   | Culture and Technology  
Defining a Balanced Social Studies Curriculum | Define a “balanced” curriculum  
Discuss the value of cognitive and social performance objectives in teaching social studies. | Ross – Chapter 12 and 14  
Thornton – Chapter 4 | Submit HW# 4 – Complete the following:  
   - Locate digital source materials on at least two institutional web sites and describe the learning that is brokered by these institutions.  
     1. What are the implications for social studies education? In other words, how
Compare and contrast the various social studies curriculum standards

Describe the steps necessary to implement commercially available social studies curriculum materials.

can you effectively employ digital source materials in your classroom and as part of your social studies curriculum?

2. Describe the process you went through to locate the digital source material.

Participate in Forum # 4 – Can social studies education meet the four goals of education advocated by John Goodlad?
Post your response to this question and comment on the responses of two of your classroom colleagues.

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topic(s)</th>
<th>Learning Objective(s)</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 and 10</td>
<td>Assessing Social Studies Education Use of the Visual Images</td>
<td>Discuss the perennial dilemmas and history of social studies assessment. Discuss the NCSS guidelines on Testing and Evaluation Describe how Object-Based Inquiry can be applied to social studies assessment Explain the challenges faced by social studies teachers in the move towards performance assessment Discuss the use of visual images in social education Compare and contrast three types of lessons that traditionally characterize social studies instruction.</td>
<td>Ross – Chapters 10 and 11 Thornton – Chapter 5</td>
<td>Submit HW# 5 – Discuss Whitehead’s notion of “rhythm of education” and its application to a social studies lesson. Participate in Forum # 5 – Sandra Mathison and Kristi Fragnoli (See Ross textbook) claim that assessment is not only about technique, but also about politics. What does this mean for those who develop social studies curriculum? Post your response to this question and comment on the responses of two of your classroom colleagues.</td>
</tr>
<tr>
<td>Weeks</td>
<td>Topic(s)</td>
<td>Learning Objective(s)</td>
<td>Reading(s)</td>
<td>Assignment(s)</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 11&12 | Taking a Critical Approach to combining social studies elements          | Compare and contrast the teaching of social studies with the demands of teaching other subjects. Discus the impact of the New Social Studies movement of the 1960’s on contemporary social studies teaching. Describe what types of learning activities are likely to provide the novice teacher with purpose and the wherewithal to let purpose guide instruction. Explain how a textbook can be overused in a social studies classroom. Discuss how primary sources serve social studies instruction. Compare and contrast the pedagogical significance of digital source materials. | Ross – Chapter 15 and 16 Thornton – Chapter 6 | • Field Observation/Experience
You are to visit a nearby school, observe the teaching style of the teacher, and the behavior of the students while learning. Keep a personal notebook of your observation for each day or hour that you observe. Using the information gathered from your observation, you will create two (2) social studies lessons which should be interdisciplinary by incorporating another discipline. For example, your lesson could be on the geography of the United States while tying it together with science vocabulary. You will submit both lesson plans to me for grading and feedback. Here is the format for the criteria that you will need to meet for the lesson plans:

1. Title of Lesson
2. Standard: Include both number and a brief explanation.
3. Objectives: What should the students gain from this lesson?
4. Rationale: Why would this particular lesson be beneficial if taught to elementary aged students?
5. Content Summary: Provide a description of the content that will be covered.
6. Materials: List all the items needed to complete the lesson. (ex. handouts, books, artifacts, technological devices, software, etc.)
7. Procedures: List in chronological order the steps needed throughout the lesson including all activities and materials.
8. Evaluation and Assessment: Explain how
you plan on assessing the effectiveness of the lesson and your teaching and the knowledge gained by the students.

9. Any Student Accommodations: List how your lesson would be adapted or modified for low-level learners, special education students, ESL or ESOL students, etc.

Submit the assignment within the "Assignment" Section of the classroom no later than Sunday of Week 12

Homework 6:
Complete the following: Discuss Whitehead's notion of "rhythm of education" and its application to a social studies as a subject area and as individual lessons. Thornton spends considerable time in this chapter as well as previous chapters discussing social studies methods. He quoted Dewey's assertion that "method is not antithetical to subject matter; it is the effective direction of subject matter to desired results" (Thornton, p. 99).

1. How do you define method?
2. Social Studies ventures in various avenues. Is method more important in teaching this or is it important in all courses?
3. In what ways can you see yourself incorporating "method" into your classroom?

Participate in Forum # 6 – Discuss the interdependence of subject matter and method in teaching social studies. Provide examples that support your conclusions. Post your response to this question and comment on the responses of two of your classroom colleagues.

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topic(s)</th>
<th>Learning Objective(s)</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Real World</td>
<td>Discuss assessment</td>
<td>Ross –</td>
<td>Homework 7</td>
</tr>
<tr>
<td>Chapters</td>
<td>Real World Classrooms</td>
<td>Reading this week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------</td>
<td>-------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 &amp; 14</td>
<td>Classroom Curriculum that matters</td>
<td>Discuss common features of successful civic education programs and the challenges of teaching democracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thornton - Chapter 7</td>
<td>Discuss methods that can be used in the social studies classroom. Discuss the arguments to include LGBT topics in a social studies curriculum. Describe how reading and writing can be incorporated in the elementary social studies classroom.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thornton (2006) juxtaposes a social studies curriculum with a “democratic and socially just society” (p. 330). As a future educator, this belief may or may not apply in your classroom. How do you plan to intertwine a social studies curriculum with societal needs?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 &amp; 16</td>
<td>Final Project: You will create a virtual social studies tour for your final project! Elementary aged students love reading, listening to reading, watching movies and taking field trips &amp; virtual tours. The goal is to weave these resources together to create a dynamic field trip</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
educators can employ to teach global perspectives. Implement social studies education lessons that advocate a community of full participation.

For the project, as the teacher of your class, you will first select a social studies topic. Next, using the Internet, find active/working links (URLs) related to your topic. Place these links into a Microsoft Word document and label each link.

After you have created your virtual trip, you will also need to create an assessment to ensure that your students "have taken their virtual trip"! For example, you could have your students write an essay or take a multiple-choice quiz, based on their "trip".

Your final project should contain a minimum of 15 resources with a maximum of 20. All links should be active and should be sequenced as if you were taking these students for a real tour. All internet resources should be labeled and the topic for your tour should be listed at the very beginning of your paper. This assignment along with the assessment for the virtual tour should be uploaded for grading to me by the last week of class.

Here is an online example of what your virtual tour looks like: We're Headin' West - A Virtual Field Trip Along the Oregon Trail

Reminder: All paper submissions in this course must be double spaced and formatted in a standard 12 pt. size font. They must also reflect APA formatting.
Selected Bibliography


Wisconsin Department of Public Instruction. (2001). *Planning curriculum in social studies.* Madison


---

### Grading Rubric for Homework Assignments

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1 or 0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Answers to Questions</strong></td>
<td>Answers are well supported with details from the outside research and supplemented by class material. All the answers are accurate and have detailed responses. Student clearly demonstrates a strong working knowledge of the material.</td>
<td>Some details are missing, there could be more supplementing details, but overall, the questions are clearly and accurately answered. Student demonstrates a good working knowledge of class material.</td>
<td>Answers are missing or not clearly answered. Minimal class information is used or there is minimal referencing. Student demonstrates some working knowledge of class material.</td>
<td>Answers are missing or not answered clearly. Minimal class information is used and there is minimal referencing. Student demonstrates a limited working knowledge of the class material.</td>
<td>No answers are provided. Student demonstrates no working knowledge of the class material.</td>
</tr>
<tr>
<td><strong>Organization/Writing Style</strong></td>
<td>Assignment response is well organized and easy to follow. There is no spelling, grammar, or punctuation mistake (no grammatical errors).</td>
<td>Assignment response is well organized but there are a few grammatical errors.</td>
<td>Assignment response is not well organized and there are many grammatical errors.</td>
<td>Assignment response is not well organized and there are many grammatical errors.</td>
<td>Assignment response is so difficult to follow, I cannot determine what analysis paper is about</td>
</tr>
<tr>
<td>Use of Resources</td>
<td>Resources are a clear asset in helping the author—great detail, appropriate dates.</td>
<td>Good use of resources, but may not include an empirical sources.</td>
<td>Resources are appropriate for topic, but weak on details</td>
<td>Resources are weak but still appropriate to the topic.</td>
<td>Resources are inappropriate for topic</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
</tbody>
</table>

Professor Comments: