

Murray State University
COURSE SYLLABUS

DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION
COURSE PREFIX : ELE COURSE NUMBER: 401 CREDIT HOURS: 3

I. TITLE: Teaching Elementary Social Studies

II. COURSE DESCRIPTION AND PREREQUISITE(S): An exploration of the content, methods, and materials for the teaching of social studies at the elementary level. Topics include the integration of subject areas, technology, thinking skills, and citizenship education. Participation in a 24-hour Friday overnight environment education experience at LBL. Field experiences required.

Prerequisite: EDU 303 and Admission to Teacher Education. Co-requisites: EDU 404 and ELE 402.

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act guidelines. Following each objective, and enclosed in parentheses, are numbers that reference the KTS, SPA and InTASC standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. develop inquiry-based social studies units comprised of at least 4 KTIP Lesson plans to implement during practicum; (KTS #1,2, 4 & 8; InTASC #4; NCSS # 3,5)
- B. demonstrate understanding of the six social sciences that make up social studies - anthropology, economics, history, geography, political science/civics, and sociology; (KTS #1 & 2; InTASC #1; NCSS # 6)
- C. develop conceptual units of study that integrate the social sciences with other disciplines, including but not limited to, children's literature; (KTS #1, 2, 3,4,& 6; EPSB *literacy* InTASC #6,7,8 NCSS #2-7)
- D. demonstrate the steps in teaching social studies as a decision-making process; (KTS #1, 4,5,7; InTASC#7,8; NCSS #3-7)
- E. utilize the national and Kentucky Academic Standards for social studies instruction; (KTS #1; InTASC #7,8; NCSS #5,6)
- F. construct a variety of differentiated teaching and assessment methods to accommodate varied student needs, including those students with IEPs and 504 plans, ELLs, and gifted and talented learners; (KTS #2, 4, 5, & 7; EPSB *diversity, assessment*; InTASC #1,6,7, 8; NCSS #1-9)
- G. engender higher levels of thinking; (KTS #2, 4; InTASC #5 NCSS #3)
- H. view significant events, both past and present, through multiple perspectives; (KTS #1 & 3; InTASC # 5; NCSS #2,3,8)

- I. employ historical thinking strategies to enable students to make sense of historical events; (KTS #1; InTASC #8; NCSS #3-7)
- J. create and utilize timelines in the teaching of history; (KTS # 1; InTASC #7,8; NCSS # 1-7)
- K. demonstrate competency in applying the five themes of geography; (KTS #1, 4; InTASC #4,5,6,7,8; NCSS #5-7)
- L. use varied technology in the teaching of these social studies: current events, politics, geography, and economics; (KTS #6; EPSB *technology*; InTASC #8; NCSS # 6,7)
- M. engage students in civic activities, politics, and government; (KTS #1; InTASC # 1, 5,6,7,8; NCSS # 1-4)
- N. collaborate with classmates to achieve common goals in social studies projects; (KTS #8; InTASC # 3, 5; NCSS #6-9)
- O. use culturally relevant teaching strategies in the social sciences; and (KTS #2; EPSB *closing the achievement gap*; InTASC #2 7; NCSS #1,2,8)
- P. assume positive teaching dispositions. (KTS #3,8,9 & 10; InTASC # 3,9, 10;EPP dispositions; NCSS #8,9)

The EPP Theme of Educator as Reflective Decision-Maker is addressed in this course by urging students to consider the teacher's role when planning, implementing, and after teaching a lesson; and during the assessment cycle. Students learn to create assessments and then reflect upon the quality of the resulting student data in relation to instructional goals, student needs, and closing the achievement gap.(EBSB *reflective decision maker*, and *assessment*.)

The EPSB Theme of Diversity is explored in the course through developing, implementing and assessing learning experiences for students with consideration to gender, ethnicity, learning styles, and exceptionalities (EPSB *closing the achievement gap*)

IV. CONTENT OUTLINE:

These are the major course focus questions:

- A. What does it mean to teach young people social studies so that they learn about citizenship, civic efficacy, and social interaction in the 21st century?
- B. What content themes are essential to the curriculum at every level (early, middle, and high school) because they address societal expectations and the needs of young future citizens?
- C. Which disciplines and fields make up the social studies and which other disciplines and fields are natural allies of social studies?
- D. What are the student performance expectations at early or middle school level for knowledge, skills, and attitudes?
- E. How can learning opportunities be structured at each school level to help students meet social studies performance expectations?
- F. How might performance expectations be assessed to show that students have constructed an understanding that allows them to demonstrate and apply what they have learned?

IV. INSTRUCTIONAL ACTIVITIES:

Instructional methods include, but are not limited to, instructor presentation, group discussion and problem solving, collaborative group work, field experiences, independent readings, and both group and independent assignments. The model of the reflective decision-maker as the foundation for teacher development, including learning techniques for reflection, self-assessment, and self-improvement will be emphasized in all aspects of the course and assignments.

Common course assignments:

- A. **Unit Plan:** An inquiry-based unit plan will be created consisting of four lesson plans. This unit and lesson plans will follow the COE-TPA format and will be posted to LiveText. This is the only format permitted.
- B. **Dispositions Assignment:** Students will write brief summaries of how they embody each of the dispositions of the ELE program. These must be posted to Live Text.

V. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

Students will teach social studies to elementary children. They must complete each of the following field experience activities satisfactorily for course credit. **To earn a grade in this course, students must successfully complete the required field experiences and record the hours and related components on the LiveText FEM site. Students are also expected to record field experiences in KFETS.**

- A. Environmental Education Retreat (ELE 403)
- B. Practicum experience of 15 hours in the field

VI. TEXT(S) AND RESOURCES:

Levstik, L.& Barton,K. (2015). *Doing history: Investigating with children in elementary and middle schools*. 5th Edition. New York: Routledge.

VII. GRADING PROCEDURES:

Grading Scale:

- 93 – 100% = A
- 85 - 92 % = B
- 77 - 84 % = C
- 70 - 76 % = D
- 75%- below = E

VIII. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

IX. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges

that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

X. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. In particular and without limiting the preceding and pursuant to and consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, student services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. For more information, contact the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY 42071 Telephone: (270) 809-3155 Fax: (270) 809-6887; TDD: (270) 809-3361; Email: msu.titleix@murraystate.edu

- XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:** Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.**