

MURRAY STATE UNIVERSITY

DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION
COURSE PREFIX: ELE COURSE NUMBER: 601 CREDIT HOURS: 3

I. TITLE: Integrating Social Studies in the Curriculum

II. COURSE DESCRIPTION AND PREREQUISITE(S): An examination of the broad content of the social studies and recent experimental programs which attempts to correlate subject matter from the disciplines involved. Emphasis is placed on the cultural background of the children, trends, problems, curriculum materials and individualizing program.

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. Curriculum connections will be made with Senate Bill 1 Initiatives and standards set forth by Kentucky and the National Council of Social Studies. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Standards (KTS) and Interstate Teacher Assessment Support and Consortium standards (InTASC). Upon successful completion of this course, students will be able to

- A. identify and/or specify the knowledge, skills, understandings, values and related goals of contemporary social studies programs (KTS 1, InTASC#4);
- B. develop instructional activities to teach social studies skills, concepts and generalizations across the curriculum (KTS 1,2, InTASC #5);
- C. analyze existing social studies programs and materials in terms of appropriateness in given school contexts (KTS 1,7,InTASC #7 & 8)); and
- D. develop inquiry-based, interdisciplinary, standards-aligned units. These units will serve as course artifacts in students' teacher leader portfolios (KTS 1,2,5, InTASC #7&8).

The COE Conceptual Framework and the Theme of Educator as Reflective Decision-Maker are addressed in this course by urging students to consider the teacher's role in developing effective social studies instruction across reading and the rest of the curriculum, using a variety of methods including meaningfully integrated technology.

The theme of Diversity is addressed through student team construction of learning center activities focusing upon an area of diversity. The themes of Assessment and Addressing the Achievement Gap are explored through planning multifaceted assessment options. Students learn to assess the learning and achievement of all learners, regardless of gender, ethnicity, learning styles, or exceptionalities.

IV. CONTENT OUTLINE:

- A. Beginning Conceptual Unit Planning
 What is Social Studies?

Social Studies and the Integrated Curriculum
Social Education through an Integrated Unit

- B. From Outcomes to Assessment
 - Children in a Democracy
 - Social Studies and Diversity in America
 - Inquiry, Discovery, and Problem Solving
- C. Developing Lessons That Achieve Desired Outcomes
 - Social Studies and the Literacy Connection
 - Successful Strategies for Social Studies Teaching and Learning
 - Keys to Where We've Been
- D. Differentiation of Instruction
 - English Language Learners
 - Focused Field Trips
 - Social Studies and Literacy
- E. Media Literacy

V. INSTRUCTIONAL ACTIVITIES:

Course activities include, but are not limited to, assigned readings, presentations, discussions, reflection, group activities, and development of integrated, inquiry-based curricula.

VI. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES:

NONE

VII. TEXT(S) AND RESOURCES:

Levstik, L.S., & Barton, K.C. (2015). *Doing history: Investigating with Children in elementary and middle schools*. New York: Routledge.

Swan, K., Grant, S.G., & Lee, J. (2013). *C3 framework: College, career, & civic life for social studies state standards*. Silver Springs, MD: NCSS.

Professional journals, periodicals, websites, Kentucky education documents, community resources, teacher manuals, and any other materials suggested in activities.

VIII. GRADING:

Percent	Final Grade
93-100%	A
86-92 %	B
79-85 %	C
72-78 %	D
0-71%	E

IX. ATTENDANCE POLICY:

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

X. 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.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

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. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).