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 PREREQUISITES: 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. Field experiences required. Participation in a 24-hour Friday overnight environment education retreat at LBL required.  

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

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 aligned with the Kentucky Education Reform Act (KERA), Kentucky Core Academic Standards (KCAS), the Characteristics of Highly Effective Teaching and Learning (CHETL), and Assessment Literacy. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Standards for Preparation and Certification (KTS), and the CHETL addressed by that objective. Upon successful completion of this class, students will be able to  

A. list the six social sciences that make up social studies (anthropology, economics, history, geography, political science/civics, and sociology). (KTS #2/CHETL #5);  
B. integrate the social sciences with other disciplines during instruction. (KTS #2, 3/CHETL #3);  
C. utilize the national and Kentucky state curriculum standards for social studies instruction (KTS #1/CHETL #5);  
D. construct a variety of assessment tools for social studies (KTS #5/CHETL #2);  
E. develop thematic units for social studies and prepare KTIP lesson plans focused on a social studies theme (KTS #1, 2, 4/CHETL #3,4);  
F. demonstrate competency in applying the five themes of geography. (KTS #1,4/CHETL #5);  
G. utilize children’s literature in the teaching of geography (KTS #1/CHETL #4);  
H. incorporate Internet sites in teaching geography. (KTS #6/CHETL #3);  
I. teach students their role in civic life, politics, and government. (KTS #1/CHETL #4);  
and  
J. collaborate with classmates to achieve common goals in social studies projects (KTS #8/CHETL #1, 4).  

The model of 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.
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 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 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.

V. INSTRUCTIONAL ACTIVITIES:
Instructional methods will be a mixture of instructor presentation, group discussion and problem solving, collaborative group work, field experiences, independent readings and both group and independent assignments.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
Students will participate in 15 hours of field experiences teaching social studies to elementary children. Failure to complete any aspect of the field experiences will result in an incomplete or failing grade in the course.

VII. TEXT(S) AND RESOURCES:
A. Waterfield Library
B. COE Computer Lab
C. Curriculum Materials Center
D. Various WEB sites (see Text and references)
E. Other faculty

VIII. EVALUATION AND GRADING PROCEDURES:
Grades will be awarded for the performance on course activities including but not limited to formal examinations, final project and presentation, and microteaching sessions. A standards-based unit plan serves as this course’s designated artifact.

IX. ATTENDANCE POLICY:
Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletins.
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 Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION 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 Director of Equal Opportunity, 103 Wells Hall. 270-809-3155 (voice), 270-809-3361 (TDD).

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.