DEPARTMENT: ECE COURSE NUMBER: ELE 401 CREDIT HOURS: 3

I. TITLE: ELE 401 Teaching Social Studies in Elementary Grades (P-5)

II. COURSE DESCRIPTION: 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 experience required including participation in a 24-hour Friday overnight environment education retreat at LBL. Prerequisite: Admission to Teacher Education.

III. PURPOSE: The major purpose of this course is to help prospective elementary teachers develop the knowledge and skills necessary to help children learn about the social world in which they live and how it got that way. The course provides specific opportunity to direct teaching experience of a unit of instruction in social studies at the primary level (P-5).

IV. 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 which reference the Kentucky Teacher Standards for Preparation and Certification (KTS) 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)
B. integrate the social sciences with other disciplines during instruction. (KTS #2, 3)
C. demonstrate the steps in teaching social studies as a decision-making process. (KTS #1, 4)
D. utilize the national and Kentucky state curriculum standards for social studies instruction. (KTS #1)
E. construct a variety of assessment tools for social studies. (KTS #5)
F. implement multiple levels of thinking skills as depicted in Bloom’s taxonomy. (KTS #2, 4)
G. utilize journals as a historical fiction to help students better understand historical events. (KTS #1)
H. develop thematic units for social studies. (KTS #1, 2)
I. prepare KTIP lesson plans focused on a social studies theme to be taught during a practicum. (KTS #4)
J. demonstrate competency in applying the five themes of geography. (KTS #1, 4)
K. utilize literature in the teaching of geography. (KTS #1)
L. incorporate Internet sites in the teaching of geography. (KTS #6)
M. teach students their role in civic life, politics, and government. (KTS #1)
N. collaborate with classmates to achieve common goals in social studies projects. (KTS #8)

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by urging students to consider the teacher’s role in 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.

The EPSB Theme of Diversity is explored in the course through planning multifaceted assessment options. Students learn to assess the learning and achievement of all learners, regardless of gender, ethnicity, learning styles, or exceptionalities.

V. 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?

VI. 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. 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.

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
You must complete each of the following three field experience activities satisfactorily for course credit.
A. Environmental Education Retreat.
B. Day of Social Studies.
C. Practicum consisting of six two-hour classroom visits to a designated elementary school, during which you teach two social studies lessons successfully to elementary school children.
VIII. RESOURCES:
A. Waterfield Library
B. COE Computer Lab
C. Curriculum Materials Center
D. Various WEB sites (see Text and references)
E. Other faculty

IX. GRADING PROCEDURES:
A. Journal Entries: Journals are to be completed according to handout. The journals are to be at least one page in length and grammatically correct.

B. *Unit Plan: A unit plan will be created consisting of four lesson plans that will be used in the practicum experience. This unit and lesson plans will follow the COE-TPA format and will be posted to LiveText. This is the only format permitted.

C. Mid-Term Exam and Final Exam: The mid-term exam is cumulative for the first half of semester and is worth 50 points. The final includes the second half of the semester and is worth 50 points.

D. Mini-Research Project: Students will complete a mini-research project on a topic relating to trends in social studies (see chapter 1 in text). Students will develop a paper and make a presentation. The project must relate to a potential issue/trend that you anticipate being significant to your future classroom (see hand-out for details about the paper and presentation).

Assignments and Points:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Journal Entries 5 @ 10 points each</td>
<td>50</td>
</tr>
<tr>
<td>*Unit Plan</td>
<td>100</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>50</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50</td>
</tr>
<tr>
<td>Mini-Research Project</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>300</td>
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</tbody>
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Grading Scale:

- 300-270 A
- 269-240 B
- 239-210 C
- 209-180 D
- 179-below E

Please note: Although activities and grading procedures may vary by instructor, the * items are required.
X. ATTENDANCE POLICY:
This course adheres to the attendance policy published in the current MSU
Undergraduate Bulletin. Students are expected to attend all classes and field experiences. The field experiences carry an extra responsibility of students to act professionally. Students missing class for whatever reason should notify the instructor before class time. Any field experiences MUST be made up. Attendance grade will affect by absences. Three or more unexcused absences will result in point deduction.

XI. ACADEMIC HONESTY POLICY:
This course adheres to the academic honesty policy stated in the current MSU Undergraduate Bulletin.

XII. TEXT AND REFERENCES:

BLOOM’S TAXONOMY WEBSITES
http://www.coun.uvic.ca/learn/program/hndouts/bloom.html

NCSS WEBSITE
http://www.ncss.org

XIII. PREREQUISITES: Admission to Teacher Education.

XIV. 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 other 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 Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (TDD).

XV. 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.