I. **TITLE:** Integrating Social Studies in the Curriculum

II. **COURSE DESCRIPTION:** 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 programs.

III. **PURPOSE:** The purpose of this course is to examine the curriculum and instructional program(s) currently in use in the social studies in elementary schools. The course includes an examination of state and national guidelines for the teaching of the social studies in the elementary school.

IV. **COURSE OBJECTIVES:**
The behaviors indicated below are understood to be reflective of, but not limited to those teacher behaviors advocated by the Kentucky Education Reform Act guidelines. Curriculum connections will be made with KERA Initiatives: Kentucky Learner Goals and Academic Expectations, Program of Studies, and Core Content. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Experienced Teacher Standards (KTS).

A. The students will be able to identify and/or specify the knowledge, skills, understandings, values and related goals of contemporary social studies programs, with particular emphasis on the Kentucky Education Reform Act. (KTS 1)

B. The students will be able to develop instructional units and lesson plans appropriate for teaching various social studies skills, concepts and generalizations. (KTS 1,2,4)

C. The students will be able to critically analyze existing social studies programs in terms of appropriateness in given school contexts. (KTS 1,2,4,7)

D. The students will be able to critically analyze social studies materials in terms of appropriateness for social studies programs. (KTS 1,2,4,7)

E. The students will be able develop integrated, interdisciplinary, thematic units that address Kentucky Learner Goals and Academic Expectations, Program of Studies, and Core Content and the National Council of Social Studies. (KTS 1,2,4)

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 lessons and curriculum. Students create lessons and then reflect upon the quality of student learning resulting from the lessons.
The themes of Diversity, Assessment, and Addressing the Achievement Gap are 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: Modeling a thematic approach which incorporates community service, characteristics and problems; this course will address the following:

A. Identification and specification of the concepts and generalizations included in the Kentucky Social Studies Program of Studies and Core Content for Assessment and the National Council of Social Studies.

B. Identification and specification of the specific skills included in the Kentucky Social Studies Program of Studies and Core Content for Assessment and the National Council of Social Studies.

C. A review of the elements of an effective instructional unit including lesson plans and field trip guides, where appropriate.

D. An examination of several instructional strategies that are appropriate for teaching the social studies.
   • Cooperative/collaborative learning
   • A process approach to teaching social studies
   • Social inquiry and active research
   • Simulations
   • Use of a thematic approach

E. Identification and specification of criteria to be used in assessing the quality of social studies programs and related curriculum materials with emphasis on Program of Studies and Core Content.

F. An examination of specific problem areas involved in teaching the social studies.
   • Problems related to teaching geography concepts, generalizations and skills.
   • Problems related to cultural diversity, gender and minority rights
   • Problems related to controversial environmental challenges.

VI. INSTRUCTIONAL ACTIVITIES:

A. Class discussion

B. Small group activities and projects

C. Students will be expected to secure curriculum materials used in social studies programs, including texts, instructional games and kits, video material, internet sources, primary resources, and children’s literature.

D. Students will prepare and demonstrate effective field trip experiences.

E. Students will demonstrate effective use of internet resources in social studies research.

VII. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES: NONE
VIII. RESOURCES:
A. Most state cabinets and departments
B. Waterfield and Pogue Libraries
C. Center for Environmental Education, Center for Economic Education, Murray State University
D. Government publications
E. Local historical societies
F. Paducah Quilt Museum
G. The Internet

IX. GRADING:
Students’ work will be evaluated based upon their ability to successfully complete instructional activities such as research, journals, lesson plan development, and course projects. Grades will be awarded using the following scale:

A: 90%-100%
B: 80%-89%
C: 70%-79%
D: 60%-69%
E: 0%-59%

X. ATTENDANCE POLICY: This course adheres to the policy published in the current MSU Graduate Bulletin.

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

XII. TEXT AND REFERENCES: Text to be determined

XIII. PREREQUISITES: NONE

XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY: Murray State University does not discriminate on grounds of race, color, gender, sexual orientation, religion, national origin, age, disability, or veteran's status in providing any educational or other benefits services of Murray State University to students or those applying for admission at Murray State University. Murray State University attempts to provide equal opportunity in all areas of student admissions, financial aid, employment, and placement and provides upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities.