



**Professional Education Unit
Department of Early Childhood, Elementary, and Special Education**

**TEACHING SOCIAL STUDIES IN TODAY'S ELEMENTARY SCHOOLS (ITV)
EDEL 622-200, 204
M 4:10 – 6:50
Fall 2011**

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Office Hours: M W 9:00 – 11:00, T Th 1:00 – 3:00, others by appointment.

“Community Engagement: A Light to and from the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Course Description: This course is an advanced study of materials, methods of teaching, theories, and developments in contemporary social studies. The course is adapted to fit the needs of all graduate education majors for the purposes of improving instruction, advocacy, and leadership in the area of social studies education. Students will inquire into theory – based and pragmatic teaching strategies, philosophical perspectives, and controversial issues affecting social studies education in today's public schools, and will master the requisite understandings of *Kentucky's Program of Studies and Core Content (KERA)*, *KY Teacher Standards*, *KY EPSB Themes*, and the national standards outlined by the *National Council for the Social Studies (NCSS)*. Students will be assessed on many factors, to include, written and speaking performance, daily attendance / participation, research papers, article response papers, a final exam, and application of what has been presented in class.

Prerequisite: Graduate standing.

Conceptual Framework Outcomes (CFO's):

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.

3) Demonstrate professional dispositions

4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.

5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLO’s): By the end of this course, the candidate will be able to:

1. **display** a professional disposition and attitude toward the field of social studies education;
2. **identify and explain** current issues and trends affecting the field of social studies education today;
3. **address** the needs of culturally diverse and exceptional students in social studies classrooms;
4. **evaluate** students’ readiness for learning social studies;
5. **compare and contrast** KY’s (KERA) and the National Standards (NCSS) for social studies curriculum;
6. **develop** skills in planning and evaluating effective social studies instruction;
7. **present** various methods and techniques used in teaching social studies;
8. **identify** theories of citizenship education in the social studies curriculum;
9. **utilize** assessment procedures, including performance based assessment;
10. **identify** and utilize appropriate trade books, ancillary materials, and technology applications to enhance social studies instruction;
11. **read, synthesize, and apply** research / information from journal articles pertaining to social studies teaching and learning.

Required Textbooks:

NCSS. (2010). National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment. *NCSS Bulletin 111*. Silver Spring, MD: National Council for the Social Studies.

NCSS. (2000). Favorite Lesson Plans: Powerful Standards – Based Activities. Wilen, W.W. (Ed.). Washington, D.C.: National Council for the Studies.

Parker, W.C. (Ed.) (2010). Social Studies Today: Research & Practice. New York, NY: Routledge / Taylor & Francis Group.

***** Please SILENCE your cell phones at the beginning of each class! We will take 1 break in every class, so there will be time to use your cell phone at that time.**

***** Registration for Blackboard is REQUIRED.**

NCATE/ EPSB Accreditation Alignment of CFO's and SLO's:

Program:	MATL	EDEL 622			
Aligned with → Assessment ↘ (point values)	Kentucky Teacher Standards (KYS)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board (EPSB)	National Council for the Social Studies (NCSS)	NCATE
Attendance (100) CFO: 3 SLO: n/a	7, 8, 9, 10	n/a	n/a	n/a	n/a
“Movers and Shakers” in the Social Studies Literature Review (50) CFO: 1, 2 SLO: 2, 5, 8, 11	1, 2, 3,6, 9	2.14, 2.15, 2.16, 2.17, 2.18	diversity, assessment, literacy, achievement gap	I - X	1
“Powerful Social Studies” Project (100) CFO: 2, 4 SLO: 1, 3, 4, 5, 6, 7	1, 2, 3, 5, 6,7,9	2.14 – 2.20	Diversity, literacy, achievement gap,	I - X	1, 4, 5
“Investigation on Diversity and Multicultural Education” Paper/ Presentation (50) CFO: 4 SLO: 3, 5	2, 3, 4, 7, 9.	2.14 – 2.18	Diversity, achievement gap	IV, V	4
Article Reviews on Blackboard (100) CFO: 1,3,4 SLO: 1,2,5,8,11	1, 2, 3, 4, 5, 6, 7, 9	2.14 – 2.20	Diversity, achievement gap	I - X	4, 5
“Paperclips” worksheet and Reflection Essay (50) CFO: 1,4 SLO: 2,3,7,8					
Final Exam (150) CFO: 1, 2, 4 SLO: 1 – 10	1 - 9	2.14 – 2.20	Diversity, assessment, literacy, achievement gap,	I - X	1, 4, 5

Course Evaluation: There will be **600** total points for the course. Specifically, course evaluation will be:

Assignment Descriptions:

Program: Graduate Social Studies (EDEL 622)	
Assessment (point value)	Description
Attendance / Participation (100)	Attendance is an important professional disposition within the College of Education. Attendance at all class meetings. ***Please read "Attendance Policy" below.
"Movers and Shakers" in the Social Studies Literature Review (50)	This research assignment is intended to expose the student to a contemporary scholar's contributions/ research to the field of social studies education in the United States. Each student will be assigned a specific scholar to research and will write a 4 to 5 page literature review of the scholar's area of interest and contributions to the field. A rubric will be used for evaluation of this assignment. <u>Peer - Evaluated</u> . <i>KY Teacher Standard: 1, 2, 3,6, 9; EPSB Themes: diversity, assessment, literacy, achievement gap, technology; NCSS Thematic Standard: All.</i>
"Powerful Social Studies" Project (100)	This is a research assignment based on the NCSS 5 Principles of "powerful social studies teaching and learning": active, challenging, integrative, meaningful, and values – based. The student will select a topic from the KERA Goals and Academic Expectations. Using this topic, the student will research articles from professional teaching journals (chiefly, NCSS' <u>Social Education</u> , <u>Social Studies and the Young Learner</u> , and <u>Middle Level Learning</u>) to develop a plan for teaching the topic that is scholarly – based and conforms to NCSS' powerful social studies recommendations. The student will write a 6 – 10 page paper that the instructor will evaluate (60 pts.) <u>and</u> the student will present his/ her topic in class and evaluated by his/ her peers (40 pts.). <i>KY Teacher Standard: 1, 2, 3, 5, 6,7,9; EPSB Themes: diversity, assessment, literacy, achievement gap, technology. NCSS Thematic Standard: All.</i>
"Investigation on Diversity and Multicultural Education" Paper and Presentation (50)	Students will investigate an issue involving diversity and/ or multicultural education in the state of Kentucky and the impact it is having on the public schools. The student will address the type of diversity, report on its impact on teaching and learning, report on research – based strategies for teaching, and reflect on the student's prior experience working with children having diverse backgrounds. The student will write a 4 page paper. <u>Instructor Evaluated and Peer Evaluated</u> . <i>KY Teacher Standard: 2, 3, 4, 7, 9. EPSB Themes: diversity, achievement gap. NCSS Standard: IV, V.</i>
Article Reviews on Blackboard (100)	The students will read and respond to 4 assigned article readings on Blackboard (each is worth 25 points). The instructor will evaluate the papers using a rubric. <i>KY Teacher Standard:1, 2, 3, 4, 5, 6, 7, 9. EPSB Themes: diversity, assessment, technology. NCSS Thematic Standards: All.</i>

<p>“Paperclips” worksheet and Reflection Essay (50)</p>	<p>The students will watch the critically – acclaimed film “Paperclips” in class and apply the NCSS principles of Powerful Teaching in their written reflection essay. Students will turn in both the notes worksheet as well as their Reflection Essay. <i>NCSS Thematic Standards: All.</i></p>
<p>Final Exam (150)</p>	<p>The final exam will apply to course lectures, class presentations, readings, and activities. *** Will be take – home and submitted in Blackboard. <i>KY Teacher Standard: 1,2,3, 4, 5, 6, 7, 9. EPSB Themes: diversity, literacy, achievement gap, technology. NCSS Thematic Standards: All.</i></p>

Grading Scale:

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

Format for Completing Assignments:

1. Put name, course # and Section #, date and assignment title in upper right hand corner.
2. Use Times New Roman, 12 – font only
3. Double – space all assignments
4. Use 1” margins all the way around.

Attendance Policy

Due to the nature of the course and to the demands of graduate level work and study, I cannot stress the importance of weekly attendance enough. Every student begins the course with 100 attendance points. Every student is afforded only **one free** absence which should be reserved for an emergency. Second absence results in a 50 point deduction, third absence results in another 50 point deduction, etc...

Other notes on assignments: Except in cases of emergency, no incompletes will be given at the end of the term. All assignments will be word processed using Word. Any student who has special needs when completing assignments should make verbal arrangements with Dr. Sharp.

Links to Websites for NCATE/ EPSB Alignment:

<http://www.kyepsb.net/teacherprep/standards.asp> This site contains the revised KYS.

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Documents/default.htm> This site contains the KERA Combined Curriculum Documents 4.1 (Academic Expectations, Program of Studies, and Core Content for Assessment with DOK Levels).

<http://www.kyepsb.net/teacherprep/cart/themes6.asp> This site lists the four themes of pre-service teacher preparation that are integrated within this course.

<http://downloads.ncss.org/NCSSTeacherStandardsVol1-rev2004.pdf> This site and pdf document describes the 10 Thematic Standards by which all new and experienced social studies should be competent.

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what

constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at <http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html> For example: copying information from the internet is plagiarism when appropriate credit is not given.

Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

EDEL 622 Fall 2011 Tentative Daily Schedule

Date	Topic	Readings	Assignments Due
Mon. 8/22	Introduction/ syllabus and course requirements/ Blackboard/ assign "Mover & Shaker"/ "What is Powerful Social Studies?" Start "History of the Social Studies"	Wilens: pp. 5 - 8; Bulletin 111: pp. 3 – 23; 169 - 171	http://www.socialstudies.org/positions/powerful http://www.socialstudies.org/positions/academicfreedom http://www.socialstudies.org/positions/effectivecitizens This reading assignment is due by this Friday, 8/26 by 11:55 pm.
Mon. 8/29	Defining the social studies/ overview of social studies in the school curriculum/ cognitive dissonance/ multiple perspectives/ citizenship/ everyone has a Mover & Shaker?	Parker: Ch. 15 "High Quality Civic Education: What is it and Who Gets It?" (p. 141 – 150) Bulletin 111: pp. 3 – 23; 169 - 171	Article: " <i>What kind of citizen? The politics of educating for democracy</i> " by Westheimer & Kahne This reading assignment is in Blackboard and is due by this Friday, 9/2 by 11:55 pm.
Mon. 9/5	NO CLASS --- Labor Day.		
Mon. 9/12	Citizenship education/ John Dewey/ Constructivist social studies: Piaget & Vygotsky and Hilda Taba/ Assign " Diversity & Multicultural " topic. Play "Ten Thematic Strands Bingo"	Article in Course Documents: "Hilda Taba's Contributions to Social Studies Education" Bulletin 111: 14 - 23	

Mon. 9/19	“Mover & Shaker” Presentations in Class --- Peer Evaluated		“Mover & Shaker” Powerpoint due in Blackboard by 11:55 pm.
Mon. 9/26	Transforming traditional social studies into Issues – Centered Units/ 4 Issues – Centered Approaches	Parker: Ch. 21 “Discussion in the Social Studies: Is it Worth the Trouble?” (p. 205 – 213) Bulletin 111: Read the Thematic Standards according to your grade level only.	Article: “Exploring issues with students despite the barriers” by Onosko. This reading assignment is in Blackboard and is due by this Friday, 9/30
Mon. 10/3	Literacy in the social studies/ children’s books to teach social justice and current issues / “Faithful Elephant” activity --- do “Story Impressions” with this book. “Two Tickets to Freedom” (in Wilen) activity.	Parker: Ch. 18 “Using Literature to Teach about Others” (p. 175 – 182) NCSS: the Thematic Standards according to your grade level only. Wilen: 63 - 70	Go into Course Documents in Blackboard and find the NCSS Notable Tradebook Lists. Bring in ONE tradebook from one of the NCSS lists to class this evening. Also in Course Documents: retrieve and read the article “Reading and Social Studies: The Critical Connection” by M. Gail Hickey. Please read before class.
Mon. 10/10	Diversity / Multicultural Presentations in Class; if finish early, discuss the Wilen lesson plan and do activity. Examine Holocaust and genocide tradebooks.	Wilen: 71 - 75	“Diversity & Multicultural” paper is due in Blackboard by 11:55 pm Friday 10/14.
Mon. 10/17	First play “Save the Man” as a review of the Parker and Walsh readings. Conduct Literature Circles in the Social Studies. (Excerpts from “Black Boy” and another from “Cockroaches”)	Parker: Ch. 7 “Education and Diversity” (p. 67 – 76) and Ch. 8 “Isn’t Culturally Responsive Teaching Just Good Teaching?” (p. 77 – 86)	Go into Course Documents in B.B. and find the article, “Critical Thinking to Reduce Prejudice” by Debbie Walsh. Please read before class tonight.
Mon. 10/24	Character Education and the social studies/ “Shaping Up a Summary” article activity. Character Education’s role in cit. development.	Wilen: 77 - 80	http://www.socialstudies.org/positions/character and also read “Building Character into Education” by Maria Sudeck. This reading assignment is in Blackboard and is due by this Friday, 10/28. Go into Course Documents and find the article by Gallavan & Fabbi. Please read before class tonight.
Mon. 10/31	NO CLASS --- Trick or Treat Night! There will be a Discussion Board set up in Blackboard for us to participate in this week.		Stay tuned for Readings in Blackboard on the Common Core Standards.
Mon. 11/7	Teaching history for all grade levels. Infusing “Powerful social studies” into history teaching / the “acculturation vs. democratic c’ship” continuum	Parker: Ch. 11 “What can Forrest Gump Tell Us about Students’ Historical Understanding?” and Ch. 12 “What Does it Mean to Think Historically and how do you teach it?” Wilen: 13 - 22	
Mon. 11/14	Globalization/ impact of technology in the social studies classroom	Parker: Ch. 17 “How are Teachers Responding to Globalization?”	Read http://www.socialstudies.org/positions/medialiteracy

Mon. 11/21	NO Class --- Thanksgiving Holiday		Work on your Powerful Social Studies Project this week.
Mon. 11/28	Video: "Paperclips"/ discuss Powerful social studies applications		Please print a copy of the "Paperclips" worksheet in Blackboard and bring to class tonight. "Paperclips" reflection essay due by Friday 12/2 in Blackboard by midnight.
Mon. 12/5	"Powerful Social Studies" presentations. Peer evaluated in class.		"Powerful Social Studies" Presentation is due in class (see rubric --- Peer Evaluated). The paper is due tonight in Blackboard by midnight.
Mon. 12/12	NO Class		Work on Final Exam --- due by this Friday, 12/16 by midnight.