

EDUC547 16

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Course Summary

Course : EDUC547 **Title :** Elementary School Social Studies

Length of Course : 16

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course includes an exploration of the materials and techniques for effective teaching of the social studies, with an emphasis on the selection and organization of classroom methods and materials to accelerate the preadolescent and adolescent child's understanding of their social and global environment. Topics covered include developing and using criteria to select appropriate social studies content, skills, and attitudinal objectives; teaching strategies; the inclusion of 21st Century tools in the classroom setting; and the evaluation procedures that facilitate the social learning of young children and adolescents. It also addresses the cultural, economic, political, and social development of students living in a multicultural and global environment. Current issues and topics in social studies education are also examined.

Course Scope:

The scope of this course is to develop the knowledge, skills, and understandings needed to teach social studies in the elementary classroom. Instructions, assessments and learner centered approaches will encompass the course and its content. The goal of the course is to introduce future elementary teachers of social studies to the various concepts, teaching methods, technology and applications that can be used to teach elementary social studies students. Course topics will include:

- State Standards and Elementary Social Studies Education
 - Social Studies Foundations
 - Social Studies Curriculum
 - Teaching Strategies for Elementary Social Studies Educators
 - Technology and the Elementary Social Studies Classroom
 - Designing Lesson Plans
 - Reading and Writing in Elementary Social Studies
 - Assessing the elementary Social Studies Learner
 - World Connections with Social Studies
 - Social Studies Themes in the Elementary Classroom (10 National Social Studies Themes)
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Objectives

After successfully completing this course, you will be able to:

1. Examine reasons to teach social studies and the relevance of social sciences curriculum in elementary education.
 2. Analyze the 10 National Themes for Social Studies as a framework for social studies program design.
 3. Integrate social studies with other curriculum areas in elementary education.
 4. Create social studies lesson plans and related documents in four social studies disciplines (to include evaluation strategies and assessment procedures).
 5. Teach social studies lessons from an integrated and learner-centered approach.
 6. Evaluate the state-mandated social studies competencies for primary grades.
 7. Create methods of social studies evaluation and assessment.
 8. Create social studies lessons that incorporate world connections.
 9. Create various avenues of learning in the social studies (i.e. through self-directed inquiry, problem-solving, critical thinking, and reflection in the real world and creative contexts).
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Outline

Week 1:

Topics/Issues/NCSS Strands/Fields

Week 1: NCSS Strands

- All NCSS strands
- All fields
- Social sciencr fields
- Inclusion of humanities in social studies

Week 2: Planning and Assessing

- Constructivism
- Cognitive levels

Required Reading

Week 1

NCSS. (n.d.). *National Curriculum Standards for Social Studies: Introduction*. Retrieved from <http://www.socialstudies.org/standards/introduction>

NCSS. (n.d.). *National Curriculum Standards for Social Studies: Chapter 2—The Themes of Social Studies*.

<http://www.socialstudies.org/standards/strands>

NCSS. (n.d.). *Powerful and Purposeful Teaching and Learning in Elementary School Social Studies*. <http://www.socialstudies.org/positions/powerfulandpurposeful>

Rose, N. (n.d.). *Introduction to social studies*.

Week 2

Bisland, B. M. L. (2005). Walls, towers, and sphinxes: Multicultural concept construction and group inquiry. *Social Studies and the Young Learner*, 17(4), 8-12.

<http://eric.ed.gov/?id=ED490198>

Bolick, C. M. (2014). History through a child's eyes: Pre-service teachers making sense of children's

understandings. *Social Studies Research and Practice*, 9(3), 1-20.

<http://ezproxy.apus.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ejh&AN=100402410&site=ehost-live&scope=site>

Bronwyn, C., & McGuire, M. (2012). Real-world problems: Engaging young learners in critical thinking. *Social Studies and the Young Learner*, 24(4), 15-?

<http://ezproxy.apus.edu/login?url=http://www.ingentaconnect.com/content/ncss/ssyl/2012/00000024/00000004/art00005>

Clark, D. (2015). Bloom's Taxonomy of learning domains. Retrieved from <http://www.nwlink.com/~donclark/hrd/bloom.html>

Gibson, S., & McKay, R. (n.d.) What constructivist theory And brain research may offer social studies. http://www2.education.ualberta.ca/css/Css_35_4/ARconstructionist_theory.htm

McCray, K. (2007). Constructivist approach: Improving social studies skills academic achievement. <http://webcache.googleusercontent.com/search?q=cache:zrGulBsssfUJ:files.eric.ed.gov/fulltext/ED499380.pdf+&cd=7&hl=en&ct=clnk&gl=us>

NCSS. (2009). Powerful and purposeful teaching and learning in elementary social studies. *Social Studies and the Young Learner*, 22(1), 31-33.

<http://ezproxy.apus.edu/login?url=http://www.ingentaconnect.com/content/ncss/ssyl/2009/00000022/00000001/art00010>

Wilson, L. O. (2013). Anderson an Krathwohl – Bloom's taxonomy revised. Retrieved from <http://thesecondprinciple.com/teaching-essentials/beyond-bloom-cognitive-taxonomy-revised/>

Pieczura, M. (2013). Decidedly dramatic! The power of creative drama in social studies. *Social Studies and the Young Learner*, 25(3), 9-?

<http://ezproxy.apus.edu/login?url=http://www.ingentaconnect.com/content/ncss/ssyl/2013/00000025/00000003/art00006>

Schulte, P. L. (2005). Social studies in motion: Learning with the whole person. *Social Studies and the Young Learner*, 17(4), 13-16.

-Students are required to purchase a membership to NCSS in order to access this material.

<http://members.socialstudies.org/Scripts/4Disapi.dll/4DCGI/logon/redirectback.html?ref=http://socialstudies.org/system/files/publications/yl/1704/170413.pdf>

Stobaugh, R.; Tassell, J. L.; Day, M.; & Blankenship, H. (2011). Enhancing the cognitive complexity in social studies assessments. *Social Studies and the Young*

Learner, 23(3), 4-8.

<http://ezproxy.apus.edu/login?url=http://www.ingentaconnect.com/content/ncss/ssyl/2011/00000023/00000003/art00004>

Teaching History.org. (n.d.). Constructivism: Actively Building Knowledge. <http://teachinghistory.org/teaching-materials/ask-a-master-teacher/23896>

Assignment(s)

Week 2

- Learning Activity 1

Forum(s)

Week 1

- Introductions
- Forum 1

Week 2

- Forum 2

Week 2:

Topics/Issues/NCSS Strands/Fields

Week 1: NCSS Strands

- All NCSS strands
- All fields
- Social science fields
- Inclusion of humanities in social studies

Week 2: Planning and Assessing

- Constructivism
- Cognitive levels

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NCSS. (n.d.). *National Curriculum Standards for Social Studies: Chapter 2—The Themes of Social Studies*.

<http://www.socialstudies.org/standards/strands>

NCSS. (n.d.). *Powerful and Purposeful Teaching and Learning in Elementary School Social Studies*. <http://www.socialstudies.org/positions/powerfulandpurposeful>

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<http://ezproxy.apus.edu/login?url=http://www.ingentaconnect.com/content/ncss/ssyl/2012/00000024/00000004/art00005>

Clark, D. (2015). Bloom's Taxonomy of learning domains. Retrieved from <http://www.nwlink.com/~donclark/hrd/bloom.html>

Gibson, S., & McKay, R. (n.d.) What constructivist theory And brain research may offer social studies. http://www2.education.ualberta.ca/css/Css_35_4/ARconstructionist_theory.htm

McCray, K. (2007). Constructivist approach: Improving social studies skills academic achievement. <http://webcache.googleusercontent.com/search?q=cache:zrGulBbssfUJ:files.eric.ed.gov/fulltext/ED499380.pdf+&cd=7&hl=en&ct=clnk&gl=us>

NCSS. (2009). Powerful and purposeful teaching and learning in elementary social studies. *Social Studies and the Young Learner*, 22(1), 31-33.

<http://ezproxy.apus.edu/login?url=http://www.ingentaconnect.com/content/ncss/ssyl/2009/00000022/00000001/art00010>

Wilson, L. O. (2013). Anderson an Krathwohl – Bloom's taxonomy revised. Retrieved from <http://thesecondprinciple.com/teaching-essentials/beyond-bloom-cognitive-taxonomy-revised/>

Pieczura, M. (2013). Decidedly dramatic! The power of creative drama in social studies. *Social Studies and the Young Learner*, 25(3), 9-?

<http://ezproxy.apus.edu/login?url=http://www.ingentaconnect.com/content/ncss/ssyl/2013/00000025/00000003/art00006>

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<http://ezproxy.apus.edu/login?url=http://www.ingentaconnect.com/content/ncss/ssyl/2011/00000023/00000003/art00004>

Teaching History.org. (n.d.). Constructivism: Actively Building Knowledge. <http://teachinghistory.org/teaching-materials/ask-a-master-teacher/23896>

Assignment(s)

Week 2

- Learning Activity 1

Forum(s)

Week 1

- Introductions
- Forum 1

Week 2

- Forum 2

Week 3:

Week 3: NCSS 1.1 -Culture & Cultural Diversity

- Classroom culture
- NCSS 1.4-Individual Development and Identity
- Fields-Anthropology, Demographics, Soc.Psych., Pol.Sci., Ethics (+Humanities)

Week 4: NCSS 1.1 -Culture & Cultural Diversity

- Culture in the curriculum
- Teaching about cultures (represented in classroom)
- Teaching to cultures (represented in classroom when covering social studies topics)
- Cultural bias (in teacher and in students)

Required Reading

Week 3

Brush, C., & Haynes, J. (n.d.). *Developing a multicultural curriculum*.

http://www.everythingsl.net/inservices/multicultural_curr.php

Mladic-Morales, B. (2014). 5 ways literature can teach global lessons. <http://www.edutopia.org/blog/literature-teaches-global-lessons-elementary-becky-morales>

Sevier, B.; Sampish, A.; Barnes, M.; & Webb, K. Story quilts: Communicating content and creating connections. *Social Studies and the Young Learner*, 23(1), 11-15.

<http://ezproxy.apus.edu/login?>

[url=http://www.ingentaconnect.com/content/ncss/ssyl/2010/00000023/00000001/art00005](http://www.ingentaconnect.com/content/ncss/ssyl/2010/00000023/00000001/art00005)

Week 4

Alleman, J., Knighton, B, & Brophy, J. (2007). Social studies: Incorporating all children using community and cultural universals as the centerpiece. *Journal of Learning Disabilities*, 40(2), 166-173.

<http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/194229360?accountid=8289>

Cruz, B.C., & Thornton, S.J. (2008). Social studies for all: ESOL strategies for the elementary classroom. *Social Studies and the Young Learner*, 21(2), 11-15.

-Students are required to purchase a membership to NCSS in order to access this material.

<http://members.socialstudies.org/Scripts/4Disapi.dll/4DCGI/logon/redirectback.html?>

[ref=http://socialstudies.org/system/files/publications/yl/2102/210211.pdf](http://socialstudies.org/system/files/publications/yl/2102/210211.pdf)

Dorfman, S.; & Rosenberg, R. (2013). Building a community that includes all learners. *Social Studies and the Young Learner*, 25(3), 5-8.

<http://ezproxy.apus.edu/login?>

[url=http://www.ingentaconnect.com/content/ncss/ssyl/2013/00000025/00000003/art00005](http://www.ingentaconnect.com/content/ncss/ssyl/2013/00000025/00000003/art00005)

Fehn, B.; & Heckart, K. (2013). Producing a documentary in the third grade: Reaching all students through movie making. *Social Studies and the Young Learner*, 25(3), 18-22.

<http://ezproxy.apus.edu/login?>

[url=http://www.ingentaconnect.com/content/ncss/ssyl/2013/00000025/00000003/art00008](http://www.ingentaconnect.com/content/ncss/ssyl/2013/00000025/00000003/art00008)

Pappamihel, N. E., Lake, V.E., & Rice, D.C. (2005). Adapting a social studies lesson to include English Language Learners. *Social Studies and the Young Learner*, 17(3), 4-7.

-Students are required to purchase a membership to NCSS in order to access this material.

<http://members.socialstudies.org/Scripts/4Disapi.dll/4DCGI/logon/redirectback.html?ref=http://socialstudies.org/system/files/publications/yl/1703/170304.pdf>

Steele, M.M. (2005). Teaching social studies to students with mild disabilities. *Social Studies and the Young Learner*, 17(3), 8-10.

-Students are required to purchase a membership to NCSS in order to access this material.

<http://members.socialstudies.org/Scripts/4Disapi.dll/4DCGI/logon/redirectback.html?ref=http://socialstudies.org/system/files/publications/yl/1703/170308.pdf>

Assignment(s)

Week 4

- Learning Activity 2

Forum(s)

Week 3

- Forum 3

Week 4:

Topics/Issues/NCSS Strands/Fields

Week 3: NCSS 1.1 -Culture & Cultural Diversity

- Classroom culture
- NCSS 1.4-Individual Development and Identity
- Fields-Anthropology, Demographics, Soc.Psych., Pol.Sci., Ethics (+Humanities)

Week 4: NCSS 1.1 -Culture & Cultural Diversity

- Culture in the curriculum
- Teaching about cultures (represented in classroom)
- Teaching to cultures (represented in classroom when covering social studies topics)
- Cultural bias (in teacher and in students)

Required Reading

Week 3

Brush, C., & Haynes, J. (n.d.). *Developing a multicultural curriculum*.

http://www.everythingsl.net/in-services/multicultural_curr.php

Mladic-Morales, B. (2014). 5 ways literature can teach global lessons. <http://www.edutopia.org/blog/literature-teaches-global-lessons-elementary-becky-morales>

Sevier, B.; Sampish, A.; Barnes, M.; & Webb, K. Story quilts: Communicating content and creating connections. *Social Studies and the Young Learner*, 23(1), 11-15.

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Cruz, B.C., & Thornton, S.J. (2008). Social studies for all: ESOL strategies for the elementary classroom. *Social Studies and the Young Learner*, 21(2), 11-15.

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ref=http://socialstudies.org/system/files/publications/yl/2102/210211.pdf](http://members.socialstudies.org/Scripts/4Disapi.dll/4DCGI/logon/redirectback.html?ref=http://socialstudies.org/system/files/publications/yl/2102/210211.pdf)

Dorfman, S.; & Rosenberg, R. (2013). Building a community that includes all learners. *Social Studies and the Young Learner*, 25(3), 5-8.

[http://ezproxy.apus.edu/login?
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Fehn, B.; & Heckart, K. (2013). Producing a documentary in the third grade: Reaching all students through movie making. *Social Studies and the Young Learner*, 25(3), 18-22.

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url=http://www.ingentaconnect.com/content/ncss/ssyl/2013/00000025/00000003/art00008](http://ezproxy.apus.edu/login?url=http://www.ingentaconnect.com/content/ncss/ssyl/2013/00000025/00000003/art00008)

Pappamihiel, N. E., Lake, V.E., & Rice, D.C. (2005). Adapting a social studies lesson to include English Language Learners. *Social Studies and the Young Learner*, 17(3), 4-7.

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Steele, M.M. (2005). Teaching social studies to students with mild disabilities. *Social Studies and the Young Learner*, 17(3), 8-10.

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ref=http://socialstudies.org/system/files/publications/yl/1703/170308.pdf](http://members.socialstudies.org/Scripts/4Disapi.dll/4DCGI/logon/redirectback.html?ref=http://socialstudies.org/system/files/publications/yl/1703/170308.pdf)

Assignment(s)

Week 4

- Learning Activity 2

Forum(s)

Week 3

- Forum 3

Week 5:

Topics/Issues/NCSS Strands/Fields

NCSS 1.2 – Time, Continuity, and Change

- Fields – History and Demographics
- Facts vs. Truth vs. Myth in history
- Revisionist perspectives
- Digital/primary documents
- Literature (i.e. historical fiction)
- Folklore (American)

Required Reading

Week 5

Bickford, J. H. (2013). Examining historical (Mis)representations of Christopher Columbus within children's literature. *Social Studies Research and Practice*, 8(2), 1-24.

<http://ezproxy.apus.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=90538228&site=ehost-live&scope=site>

Goodman, C., & Singer, A. (2012). Let's tell it right: Historical inaccuracies in a story of Lincoln and Douglass. *Social Studies and the Young Learner*, 24(4), 30-32.

<http://ezproxy.apus.edu/login?url=http://www.ingentaconnect.com/content/ncss/ssyl/2012/00000024/00000004/art00009>

King, L. J. (2014). More than slaves: Black founders, Benjamin Banneker, and critical intellectual agency. *Social Studies Research and Practice*, 9(3), 88-105.

http://www.socstrpr.org/?page_id=3058

Rose, N. (n.d.). Who wants to play myth busters?

Rose, N. (n.d.). *The truth, the whole truth, & nothing but the truth?*

Zaleski, J.; & Zinnel, V. (2013). Who writes history? Developing a social imagination with third graders. *Social Studies and the Young Learner*, 25(3), 23-26.

<http://ezproxy.apus.edu/login?url=http://www.ingentaconnect.com/content/ncss/ssyl/2013/00000025/00000003/art00009>

Week 6

Burstein, J.; & Knotts, G. (2010). Creating connections: Integrating the visual arts with social studies. *Social Studies and the Young Learner*, 23(1), 20-23.

<http://ezproxy.apus.edu/login?url=http://www.ingentaconnect.com/content/ncss/ssyl/2010/00000023/00000001/art00007>

Mac Austin, H.; & Thompson, K. (2014). Historical thinking: Examining a photo of newsboys in summer, 1908. *Social Studies and the Young Learner*, 27(2), 29-33.

<http://ezproxy.apus.edu/login?url=http://www.ingentaconnect.com/content/ncss/ssyl/2014/00000027/00000002/art00010>

Soden, G. J. ; & Castro, A. J. (2013). Using contemporary music to teach critical perspectives on war. *Social Studies Research and Practice*, 8(2), 55-67.

http://www.socstrpr.org/?page_id=2662

Wineburg, S.; Mosborg, S. ; Porat, D.; Duncan, A. (2007). Common Belief and the Cultural Curriculum: An Intergenerational Study of Historical Consciousness. *American Educational Research Journal*, 44(1), 70-76.

<http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/200455619?accountid=8289>

Assignment(s)

Forum(s)

Week 5

- Forum 4

Week 6:

Topics/Issues/NCSS Strands/Fields

NCSS 1.2 – Time, Continuity, and Change

- Fields – History and Demographics
- Facts vs. Truth vs. Myth in history
- Revisionist perspectives
- Digital/primary documents
- Literature (i.e. historical fiction)
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Required Reading

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Soden, G. J. ; & Castro, A. J. (2013). Using contemporary music to teach critical perspectives on war. *Social Studies Research and Practice*, 8(2), 55-67.

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Wineburg, S.; Mosborg, S. ; Porat, D.; Duncan, A. (2007). Common Belief and the Cultural Curriculum: An Intergenerational Study of Historical Consciousness. *American Educational Research Journal*, 44(1), 70-76.

<http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/200455619?accountid=8289>

Assignment(s)
Forum(s)

Week 5
• Forum 4

Week 7:

Topics/Issues/NCSS Strands/Fields

NCSS 1.3 People, Places, and Environment

- Fields – Geography, Anthropology
- Cultural bias & teaching about cultures (not represented in classroom)
- Knowledge base of geography
- Including humanities when studying cultures
- Arts
- Literature
- Folklore (non-American)

Required Reading

Week 7

Marshall, T., & Gonchar, M. (2012). *All over the map: 10 ways to teach about geography*.

http://learning.blogs.nytimes.com/2012/12/04/all-over-the-map-10-ways-to-teach-about-geography/?_r=0

Week 8

Alibrandi, M. (2005) Online interactive mapping: Basic activities. *Social Studies and the Young Learner*, 17(3), Pullout pages 1-8.

-Students are required to purchase a membership to NCSS in order to access this material.

<http://members.socialstudies.org/Scripts/4Disapi.dll/4DCGI/logon/redirectback.html?ref=http://socialstudies.org/system/files/publications/yl/1903/pullout.pdf>

Ballock, E, & Lucas, A. (2013). Going beyond maps and globes: Exploring children's literature using the five geographic themes. *Social Studies and the Young Learner*, 26(1), 15-16

<http://ezproxy.apus.edu/login?url=http://www.ingentaconnect.com/content/ncss/ssyl/2013/00000026/00000001/art00006>

Kirman, J. M. (2007). Aesthetics in geography: Ideas for teaching g using poetry. *The Journal of Geography*, 106(5), 207-214.

<http://ezproxy.apus.edu/login?url=http://search.ebscohost.com/login.aspx?>

[direct=true&db=ehh&AN=35729591&site=ehost-live&scope=site](http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/216833792?accountid=8289)

Lee, C.E.; & Lee, D. (2001). Kindergarten geography: Teaching diversity to young people. *The Journal of Geography*, 100(5), 152-157.

<http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/216833792?accountid=8289>

Assignment(s)

Week 8

- Learning Activity 3

Forum(s)

Week 7

- Forum 5

Week 8:

Topics/Issues/NCSS Strands/Fields

NCSS 1.3 People, Places, and Environment

- Fields – Geography, Anthropology
- Cultural bias & teaching about cultures (not represented in classroom)
- Knowledge base of geography
- Including humanities when studying cultures
- Arts
- Literature
- Folklore (non-American)

Required Reading

Week 7

Marshall, T., & Gonchar, M. (2012). *All over the map: 10 ways to teach about geography*.

http://learning.blogs.nytimes.com/2012/12/04/all-over-the-map-10-ways-to-teach-about-geography/?_r=0

Week 8

Alibrandi, M. (2005) Online interactive mapping: Basic activities. *Social Studies and the Young Learner*, 17(3), Pullout pages 1-8.

-Students are required to purchase a membership to NCSS in order to access this material.

[http://members.socialstudies.org/Scripts/4Disapi.dll/4DCGI/logon/redirectback.html?
ref=http://socialstudies.org/system/files/publications/yl/1903/pullout.pdf](http://members.socialstudies.org/Scripts/4Disapi.dll/4DCGI/logon/redirectback.html?ref=http://socialstudies.org/system/files/publications/yl/1903/pullout.pdf)

Ballock, E., & Lucas, A. (2013). Going beyond maps and globes: Exploring children's literature using the five geographic themes. *Social Studies and the Young Learner*, 26(1), 15-16

[http://ezproxy.apus.edu/login?
url=http://www.ingentaconnect.com/content/ncss/ssyl/2013/00000026/00000001/art00006](http://ezproxy.apus.edu/login?url=http://www.ingentaconnect.com/content/ncss/ssyl/2013/00000026/00000001/art00006)

Kirman, J. M. (2007). Aesthetics in geography: Ideas for teaching g using poetry. *The Journal of Geography*, 106(5), 207-214.

<http://ezproxy.apus.edu/login?url=http://search.ebscohost.com/login.aspx?>

[direct=true&db=ehh&AN=35729591&site=ehost-live&scope=site](http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/216833792?accountid=8289)

Lee, C.E.; & Lee, D. (2001). Kindergarten geography: Teaching diversity to young people. *The Journal of Geography*, 100(5), 152-157.

<http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/216833792?accountid=8289>

Assignment(s)

Week 8

- Learning Activity 3

Forum(s)

Week 7

- Forum 5

Week 9:

Topics/Issues/NCSS Strands/Fields

NCSS 1.4 - Individual Development and Identity

NCSS 1.5 - Individuals, Groups, and Institutions

NCSS 1.6 - Power, Authority, and Governance

- Fields –Anthropology, Pol.Sci., Demographics , and Ethics
- Governmental processes (local, state, federal)
- Political action groups, movements, and trends
- Minority rights
- Political influence

Required Reading

Week 9

Barton, K.C. (2001). A sociocultural perspective on children's understanding of historical change: Comparative findings from Northern Ireland and the United States. *American Educational Research Journal*, 38(4), 881-913.

<http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/200438462?accountid=8289>

Frye, E., & Hash, L. (2013). The voices of children: Re-imagining the internment of Japanese Americans through poetry. *Social Studies and the Young Learner*, 25(4)30-33.

[http://ezproxy.apus.edu/login?](http://ezproxy.apus.edu/login?url=http://www.ingentaconnect.com/content/ncss/ssyl/2013/00000025/00000004)

[url=http://www.ingentaconnect.com/content/ncss/ssyl/2013/00000025/00000004](http://www.ingentaconnect.com/content/ncss/ssyl/2013/00000025/00000004)

Morin, K.D., & Bernheim, B.D. (2005). Who can be a hero? *Social Studies and the Young Learner*, 17(4), 17-30.

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[http://members.socialstudies.org/Scripts/4Disapi.dll/4DCGI/logon/redirectback.html?](http://members.socialstudies.org/Scripts/4Disapi.dll/4DCGI/logon/redirectback.html?ref=http://socialstudies.org/system/files/publications/yl/1704/170417.pdf)
[ref=http://socialstudies.org/system/files/publications/yl/1704/170417.pdf](http://socialstudies.org/system/files/publications/yl/1704/170417.pdf)

Rosebud, E. (2014). Discovering and constructing our Identities: Reading *The Favorite Daughter*. *Social Studies and the Young Learner*, 27(2), 5-8.

<http://ezproxy.apus.edu/login?url=http://www.ingentaconnect.com/content/ncss/ssyl/2014/00000027/00000002>

Week 10

Brown, E., & Silvestri, L. (2014). Grassroots activists and the three branches of government: Key players in the Civil Rights Movement. *Social Studies and the Young Learner*, 27(1), 13-18.

<http://ezproxy.apus.edu/login?url=http://www.ingentaconnect.com/content/ncss/ssyl/2014/00000027/00000001/art00005>

Journell, W.; May, L.; Stenhouse, V.; Meyers, L.; & Holbrook, T. (2012). Scaffolding classroom discourse in an election year: Keeping a cool mood in a heated season. *Social Studies and the Young Learner*, 25(1), 6-9.

<http://ezproxy.apus.edu/login?url=http://www.ingentaconnect.com/content/ncss/ssyl/2012/00000025/00000001/art00003>

Mulrey, B.; Ackerman, A.; & Howson, P. (2012). "Boss of the United States" Kindergarteners' concept of voting: Five scaffolded lessons that build understanding. *Social Studies and the Young Learner*, 25(1), 27-32.

<http://ezproxy.apus.edu/login?url=http://www.ingentaconnect.com/content/ncss/ssyl/2012/00000025/00000001/art00008>

Wells, C. A (2015). "Why these children are not really Indians": Race, time, and Indian authenticity. *American Indian Quarterly* 39(1), 1-24, 109.

<http://ezproxy.apus.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=100269429&site=ehost-live&scope=site>

Assignment(s)

Week 10

- Learning Activity 4

Forum(s)

Week 9

- Forum 6

Week 10:

Topics/Issues/NCSS Strands/Fields

NCSS 1.4 - Individual Development and Identity

NCSS 1.5 - Individuals, Groups, and Institutions

NCSS 1.6 - Power, Authority, and Governance

- Fields –Anthropology, Pol.Sci., Demographics , and Ethics
- Governmental processes (local, state, federal)
- Political action groups, movements, and trends
- Minority rights
- Political influence

Required Reading

Week 9

Barton, K.C. (2001). A sociocultural perspective on children's understanding of historical change: Comparative findings from Northern Ireland and the United States. *American Educational Research Journal*, 38(4), 881-913.

<http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/200438462?accountid=8289>

Frye, E., & Hash, L. (2013). The voices of children: Re-imagining the internment of Japanese Americans through poetry. *Social Studies and the Young Learner*, 25(4)30-33.

<http://ezproxy.apus.edu/login?url=http://www.ingentaconnect.com/content/ncss/ssyl/2013/00000025/00000004>

Morin, K.D., & Bernheim, B.D. (2005). Who can be a hero? *Social Studies and the Young Learner*, 17(4), 17-30.

-Students are required to purchase a membership to NCSS in order to access this material.

<http://members.socialstudies.org/Scripts/4Disapi.dll/4DCGI/logon/redirectback.html?ref=http://socialstudies.org/system/files/publications/yl/1704/170417.pdf>

Rosebud, E. (2014). Discovering and constructing our Identities: Reading *The Favorite Daughter*. *Social Studies and the Young Learner*, 27(2), 5-8.

<http://ezproxy.apus.edu/login?url=http://www.ingentaconnect.com/content/ncss/ssyl/2014/00000027/00000002>

Week 10

Brown, E., & Silvestri, L. (2014). Grassroots activists and the three branches of government: Key players in the Civil Rights Movement. *Social Studies and the Young Learner*, 27(1), 13-18.

<http://ezproxy.apus.edu/login?url=http://www.ingentaconnect.com/content/ncss/ssyl/2014/00000027/00000001/art00005>

Journell, W.; May, L.; Stenhouse, V.; Meyers, L.; & Holbrook, T. (2012). Scaffolding classroom discourse in an election year: Keeping a cool mood in a heated season. *Social Studies and the Young Learner*, 25(1), 6-9.

<http://ezproxy.apus.edu/login?url=http://www.ingentaconnect.com/content/ncss/ssyl/2012/00000025/00000001/art00003>

Mulrey, B.; Ackerman, A.; & Howson, P. (2012). "Boss of the United States" Kindergarteners' concept of voting: Five scaffolded lessons that build understanding. *Social Studies and the Young Learner*, 25(1), 27-32.

<http://ezproxy.apus.edu/login?url=http://www.ingentaconnect.com/content/ncss/ssyl/2012/00000025/00000001/art00008>

Wells, C. A (2015). "Why these children are not really Indians": Race, time, and Indian authenticity. *American Indian Quarterly* 39(1), 1-24,109.

<http://ezproxy.apus.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=100269429&site=ehost-live&scope=site>

Assignment(s)

Week 10

- Learning Activity 4

Forum(s)

Week 9

- Forum 6

Week 11:

Topics/Issues/NCSS Strands/Fields

NCSS 1.7 - Production, Distribution, and Consumption

- Fields – Economics and Demographics
- “Public good” vs. individual rights
- Economic inequality
- Inequality of opportunity
- Eminent domain
- Math connections

Required Reading

Week 11

Brophy, J, & Alleman, J. (2002). Primary-grade students' knowledge and thinking about the economics of meeting families' shelter needs. *American Educational Research Journal*, 39(2), 423-468.

<http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/200366508?accountid=8289>

Rose, N. (n.d.). *You are what you teach*.

Wright-Maley, C. (2013). Deficit crisis simulation: Using monopoly to teach about the deficit debate. *Social Studies Research and Practice*, 8(1), 89-101.

http://www.socstrpr.org/?page_id=2493

Week 12

Ferrarini, T. H. (2012). Economics in the media: Cool tools for teaching economics. *Social Studies Research and Practice*, 7(1), 19-28.

http://www.socstrpr.org/?page_id=1955

Mead, M. (2015). *Math in the real world: Teaching practical CCSS aligned personal finance*.

<http://gettingsmart.com/2015/02/econ-math-connection-worth-teaching/>

Palmer, P. (n.d.). *What resources are best for teaching about economics at the different elementary levels?*

<http://www.socialstudies.org/askacolleague/elementary/4489>

Assignment(s)

Week 12

- Learning Activity 5
- Lesson 6 - Field Observation/ Experience

Forum(s)

Week 11

- Forum 7

Week 12:

Topics/Issues/NCSS Strands/Fields

NCSS 1.7 - Production, Distribution, and Consumption

- Fields – Economics and Demographics
- “Public good” vs. individual rights
- Economic inequality
- Inequality of opportunity
- Eminent domain
- Math connections

Required Reading

Week 11

Brophy, J, & Alleman, J. (2002). Primary-grade students' knowledge and thinking about the economics of meeting families' shelter needs. *American Educational Research Journal*, 39(2), 423-468.

<http://ezproxy.apus.edu/login?url=http://search.proquest.com/docview/200366508?accountid=8289>

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Wright-Maley, C. (2013). Deficit crisis simulation: Using monopoly to teach about the deficit debate. *Social Studies Research and Practice*, 8(1), 89-101.

http://www.socstrpr.org/?page_id=2493

Week 12

Ferrarini, T. H. (2012). Economics in the media: Cool tools for teaching economics. *Social Studies Research and Practice*, 7(1), 19-28.

http://www.socstrpr.org/?page_id=1955

Mead, M. (2015). *Math in the real world: Teaching practical CCSS aligned personal finance*.

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Palmer, P. (n.d.). *What resources are best for teaching about economics at the different elementary levels?*

<http://www.socialstudies.org/askacolleague/elementary/4489>

Assignment(s)

Week 12

- Learning Activity 5
- Lesson 6 - Field Observation/ Experience

Forum(s)

Week 11

- Forum 7

Week 13:

Topics/Issues/NCSS Strands/Fields

NCSS 1.8 – Science, Technology, and Society

- Fields - Media, Ethics, Economics, Geography, Science, and Demographics
- Technology/science

Required Reading

Week 13

Bennett, L., & Cunningham, W. (2011). Founding documents and national symbols: A third grade Webquest. *Social Studies and the Young Learner* 23(4), 13-16.

<http://ezproxy.apus.edu/login?url=http://www.ingentaconnect.com/content/ncss/ssyl/2011/00000023/00000004/art00006>

Cavin, A.; Elfer, C. J.; & Roberts, S.L. (2014). iGardening: Integrated activities for teaching in the Common Core era. *Social Studies and the Young Learner*, 26 (4), pp. 5–9.

<http://ezproxy.apus.edu/login?url=http://www.ingentaconnect.com/content/ncss/ssyl/2014/00000026/00000004/art00003>

Libresco, A. S. (2014). Bicycles and social change: Technology's unintended consequences. *Social Studies and the Young Learner*, 26 (4), pp. 23–25

<http://ezproxy.apus.edu/login?url=http://www.ingentaconnect.com/content/ncss/ssyl/2014/00000026/00000004/art00007>

Shively, J.M. (2004). Critical thinking and visiting websites: It must be elementary! *Social Studies and the Young Learner*, 6(4), 9-12.

-Students are required to purchase a membership to NCSS in order to access this material.

<http://members.socialstudies.org/Scripts/4Disapi.dll/4DCGI/logon/redirectback.html?ref=http://socialstudies.org/system/files/publications/yl/1604/160409.pdf>

Stobaugh, R., & Gandy, S. K. (2014). Seamless integration of technology into an industrialization unit of study. *Social Studies Research and Practice*, 9(1), 146-155.

http://www.socstrpr.org/?page_id=2809

VanFossen, P.J. (2004). Using WebQuests to scaffold higher-order thinking. *Social Studies and the Young Learner*, 6(4), 13-16.

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<http://members.socialstudies.org/Scripts/4Disapi.dll/4DCGI/logon/redirectback.html?ref=http://socialstudies.org/system/files/publications/yl/1604/160413.pdf>

Week 14

Tate, K. J. (2007). Notable trade book lesson plan: Recess at 20 below. *Social Studies Research and Practice*, 2(3), 479-485.

<http://socstrp.org/>

Assignment(s)

Forum(s)

Week 13

• Forum 8

Week 14:

Topics/Issues/NCSS Strands/Fields

NCSS 1.8 – Science, Technology, and Society

- Fields - Media, Ethics, Economics, Geography, Science, and Demographics
- Technology/science

Required Reading

Week 13

Bennett, L., & Cunningham, W. (2011). Founding documents and national symbols: A third grade Webquest. *Social Studies and the Young Learner* 23(4), 13-16.

<http://ezproxy.apus.edu/login?>

[url=http://www.ingentaconnect.com/content/ncss/ssyl/2011/00000023/00000004/art00006](http://www.ingentaconnect.com/content/ncss/ssyl/2011/00000023/00000004/art00006)

Cavin, A.; Elfer, C. J.; & Roberts, S.L. (2014). iGardening: Integrated activities for teaching in the Common Core era. *Social Studies and the Young Learner*, 26 (4), pp. 5–9.

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Libresco, A. S. (2014). Bicycles and social change: Technology's unintended consequences. *Social Studies and the Young Learner*, 26 (4), pp. 23–25

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VanFossen, P.J. (2004). Using WebQuests to scaffold higher-order thinking. *Social Studies and the Young Learner*, 6(4), 13-16.

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Week 14

Tate, K. J. (2007). Notable trade book lesson plan: Recess at 20 below. *Social Studies Research and*

Practice, 2(3), 479-485.

<http://socstrp.org/>

Assignment(s)
Forum(s)

Week 13

• Forum 8

Week 15:

Topics/Issues/NCSS Strands/Fields

NCSS 1.9 Global Connections **NCSS 1.10 Civic Ideals and Practices**

- Fields - Pol.Sci., Philosophy, Economics, Demographics, and Ethics
- Governmental processes (local, state, federal)
- Political action groups, movements, and trends
- Minority rights
- Political influence
- Good citizenship
- Current events: Should we introduce students to activism and/or reconstructivist perspectives?
- Civic and social responsibility
- Humane Education

Required Reading

Week 15

Douglas, W.; Fry, S.W.; Wilhelm, J.D.; & Housley, A. (2015). Developing civic agents by framing lessons with children's concerns. *Social Studies and the Young Learner*, 27 (4) pp. 27–30

<http://ezproxy.apus.edu/login?>

[url=http://www.ingentaconnect.com/content/ncss/ssyl/2015/00000027/00000004/art00008](http://www.ingentaconnect.com/content/ncss/ssyl/2015/00000027/00000004/art00008)

Fry, S.; Griffin, S.; & Kirshner, J. (2012). Learning global citizenship: Students and teachers in Belize and the U.S. take action together. *Social Studies and the Young Learner*, 25(2), 23-27.

<http://ezproxy.apus.edu/login?>

[url=http://www.ingentaconnect.com/content/ncss/ssyl/2012/00000025/00000002/art00008](http://www.ingentaconnect.com/content/ncss/ssyl/2012/00000025/00000002/art00008)

Hopkins, G. (2010). *Why teach current events?*

http://www.educationworld.com/a_curr/curr084.shtml

Maddoux, M.; McNulty, C.; & Davies, M.A. (2010). Living in the global village: Strategies for teaching mental flexibility. *Social Studies and the Young Learner*, 23(2), 21-24.

<http://ezproxy.apus.edu/login?>

[url=http://www.ingentaconnect.com/content/ncss/ssyl/2010/00000023/00000002/art00007](http://www.ingentaconnect.com/content/ncss/ssyl/2010/00000023/00000002/art00007)

Nagel, P.; & Beauboeuf, D. (2012). Yellow ducks overboard! A lesson in geography and world citizenship. *Social Studies and the Young Learner*, 25(2), 5-7.

<http://ezproxy.apus.edu/login?>

[url=http://www.ingentaconnect.com/content/ncss/ssyl/2012/00000025/00000002/art00003](http://www.ingentaconnect.com/content/ncss/ssyl/2012/00000025/00000002/art00003)

Passe, J. (2006). Sharing the “current events” in children’s lives. *Social Studies and the Young Learner*, 19(1), 4-7.

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<http://members.socialstudies.org/Scripts/4Disapi.dll/4DCGI/logon/redirectback.html?ref=http://socialstudies.org/system/files/publications/yl/1901/190104.pdf>

Rose, N. (n.d.). Building citizenship through social studies.

Tate, K. J. (2011). Integrating humane education into teacher education: Meeting our social and civic responsibilities. *Teacher Education and Practice*, 24(3), 301-315.

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Week 16

No readings

Assignment(s)

Week 16

- Final Project

Forum(s)

Week 15

- Forum 9

Week 16

- Forum 10

Week 16:

Topics/Issues/NCSS Strands/Fields

NCSS 1.9 Global Connections

NCSS 1.10 Civic Ideals and Practices

- Fields - Pol.Sci., Philosophy, Economics, Demographics, and Ethics
- Governmental processes (local, state, federal)
- Political action groups, movements, and trends
- Minority rights
- Political influence
- Good citizenship
- Current events: Should we introduce students to activism and/or reconstructivist perspectives?
- Civic and social responsibility
- Humane Education

Required Reading

Week 15

Douglas, W.; Fry, S.W.; Wilhelm, J.D.; & Housley, A. (2015). Developing civic agents by framing lessons with children’s concerns. *Social Studies and the Young Learner*, 27 (4) pp. 27–30

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Fry, S.; Griffin, S.; & Kirshner, J. (2012). Learning global citizenship: Students and teachers in Belize and the U.S. take action together. *Social Studies and the Young Learner*, 25(2), 23-27.

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Hopkins, G. (2010). *Why teach current events?*

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Maddoux, M.; McNulty, C.; & Davies, M.A. (2010). Living in the global village: Strategies for teaching mental flexibility. *Social Studies and the Young Learner*, 23(2), 21-24.

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[url=http://www.ingentaconnect.com/content/ncss/ssyl/2010/00000023/00000002/art00007](http://www.ingentaconnect.com/content/ncss/ssyl/2010/00000023/00000002/art00007)

Nagel, P.; & Beauboeuf, D. (2012). Yellow ducks overboard! A lesson in geography and world citizenship. *Social Studies and the Young Learner*, 25(2), 5-7.

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[url=http://www.ingentaconnect.com/content/ncss/ssyl/2012/00000025/00000002/art00003](http://www.ingentaconnect.com/content/ncss/ssyl/2012/00000025/00000002/art00003)

Passe, J. (2006). Sharing the "current events" in children's lives. *Social Studies and the Young Learner*, 19(1), 4-7.

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[ref=http://socialstudies.org/system/files/publications/yl/1901/190104.pdf](http://socialstudies.org/system/files/publications/yl/1901/190104.pdf)

Rose, N. (n.d.). Building citizenship through social studies.

Tate, K. J. (2011). Integrating humane education into teacher education: Meeting our social and civic responsibilities. *Teacher Education and Practice*, 24(3), 301-315.

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Week 16

No readings

Assignment(s)

Week 16

- Final Project

Forum(s)

Week 15

- Forum 9

Week 16

- Forum 10

Evaluation

Grading:

Name	Grade %
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Materials

Book Title: National Council for the Social Studies. Join as a student-select individual-then student membership- <http://www.socialstudies.org/membership/individual> and <http://members.socialstudies.org/Scripts/4Disapi.dll/4DCGI/join/person/mbrtype.html?&MktCode=1234>

Author:

Publication Info: NCSS

ISBN: AMN

Textbooks Required:

In order to access important National Council for the Social Studies (NCSS) materials and resources as well as required course readings, please join NCSS as a student member. Select individual membership—and then student membership. See <http://www.socialstudies.org/membership/individual> and <http://members.socialstudies.org/Scripts/4Disapi.dll/4DCGI/join/person/mbrtype.html?&MktCode=1234>

Week 1

NCSS. (n.d.). *National Curriculum Standards for Social Studies: Introduction*. Retrieved from <http://www.socialstudies.org/standards/introduction>

NCSS. (n.d.). *National Curriculum Standards for Social Studies: Chapter 2—The Themes of Social Studies*.

<http://www.socialstudies.org/standards/strands>

NCSS. (n.d.). *Powerful and Purposeful Teaching and Learning in Elementary School Social Studies*. <http://www.socialstudies.org/positions/powerfulandpurposeful>

Rose, N. (n.d.). *Introduction to social studies*.

Week 2

Bisland, B. M. L. (2005). Walls, towers, and sphinxes: Multicultural concept construction and group inquiry. *Social Studies and the Young Learner*, 17(4), 8-12.

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Site Name Web Site URL/Address

Academy
Curricular
Exchange

<http://ofcn.org/cyber.serv/academy/ace/soc/high.html>

American
Historical
Association

<http://www.historians.org/teaching/NCATE.htm>

Association
for Social
Studies
Educators
and
Teachers

<http://ptan.org/association%5Casset.htm>

Bloom's
Taxonomy

<http://www.officeport.com/edu/blooms>

<http://www.coun.uvic.ca/learn/program/hndouts/bloom.html>

Education
World –
Standards
listing

http://www.education-world.com/standards/national/soc_sci/index.shtml

Krathwohl's
Taxonomy

<http://classweb.gmu.edu/ndabbagh/Resources/Resources2/krathstax.htm>

National
Center for
History in
the Schools

<http://www.sscnet.ucla.edu/nchs/standards/>

National
Council for
the Social
Studies <http://www.socialstudies.org/>

National
Council on
Economics
Education <http://www.ncee.net/ea/index.php>

National
Education
Technology
Standards <http://osx.latech.edu/teachers/index.shtml>
for
Teachers

National
Geography <http://www.nationalgeographic.com/xpeditions/standards/>
Standards

National
Standards
for Civics <http://www.civiced.org/stds.html>
and
Government

National
Standards <http://www.sscnet.ucla.edu/nchs/standards/>
for History

National
Social
Studies <http://www.socialstudies.org/nsssa/>
Supervisors
Association

PASS
Social <http://www.socialstudies.org/pass>
Studies

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Matters http://www.teachingmatters.org/social_studies.htm

The
Eighteen
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Geography
Standards

Course Guidelines

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