COURSE DESCRIPTION and RATIONALE:
New Strategies for Teaching Social Studies in the Elementary School. Three credit hours. Curriculum development that offers varied alternatives in teaching social studies.

The main goal of the social studies curriculum should be to help students develop an ability to make informed decisions that contribute to the resolution of problems. The strengthening and continuance of our democracy requires a citizenry that is adequately informed and capable of participating in public policy. Problem solving and decision-making skills are keys for this participation.

This course focuses on problem solving, decision making, social action skills, and inquiry. Interdisciplinary unit development using strategies for teaching through integration of the disciplines of the social sciences will be required.

This type of integrated curriculum requires that elementary teachers become knowledgeable of the social science disciplines, and demonstrate the ability to design and implement interdisciplinary units of instruction.

This course will be an in-depth study of the scope and sequence of the social studies curriculum in the elementary school. The graduate student will examine the use of skills-based instruction, authentic research, the fine arts, current events, print and non-print media and community resources as teaching tools for the delivery of the curriculum. The use of children’s trade books as a part of unit and lesson development is required. Students will read and build files of materials to use in preparing units of instruction.


LEARNING OUTCOMES:
After completing this course the student will:
1. describe the scope and sequence of the elementary social studies curriculum (NCATE # 1, 7, & 9)
2. explain the major themes and the interdependence of the seven social sciences (NCATE #1, 2 & 7)
3. develop strategies for increasing student interest in social studies (NCATE # 1, 2, 3, 7)
4. develop thematic units to help students relate social studies to everyday life (NCATE # 1, 2, 5, 7, 9, & 10)
5. demonstrate the concept of cooperative learning and how this approach can be used to teach social studies (NCATE #2, 5, & 10)
6. develop strategies to help students learn map/globe and graph skills; (NCATE)
7. explain how current events, newspapers and news magazines can be utilized to teach social studies concepts (NCATE)
8. explain how facts and generalizations are related to the development of concepts (NCATE)
9. identify trade books that help students develop social studies concepts (NCATE # 2, 4, & 7) and explain and describe how various cultural groups in the United States have contributed to society (NCATE # 3, 5, 7, 9 & 10)
COURSE REQUIREMENTS:

1. **ATTENDANCE:** Attend all class meetings and actively participate in all class discussions. Class participation is important; absences will affect your final grade.

2. **PORTFOLIO:** Compile a portfolio in which are kept the course syllabus, class notes, chapter reflections, article reviews, handouts, assignments, group interdisciplinary unit presentations, trade book list, etc. **10 points**

3. **CHAPTER REFLECTIONS:** Read/study/reflect on each chapter assigned on the Course Calendar. Demonstrate an understanding of issues relating to the social studies curriculum by summarizing each chapter. **10 points**
   Provide a Cover Page with the title of the text, author, and publishing co.
   Chapter summaries should be placed in a section of the portfolio in chronological order following that Cover Page.

4. **ARTICLE REVIEWS:** Review two articles from the current literature (i.e., published within the last five years) concerning social studies instruction. Provide the following information in each typed article review:
   A. student’s name, article number, and date;
   B. article citation (title, author, date, etc.—APA format);
   C. a brief summary, including one relevant quote from the article;
   D. a brief response to the information in the article telling how you can use that information in your teaching;
   E. attach article to typed article review.
   **Review and conduct a class discussion on one of the articles. 10 points**

   **NOTE:** Articles should come from professional journals such as:
   - Social Education
   - Language Arts
   - Childhood Education
   - Phi Delta Kappan
   - Social Studies and the Young Learner
   - Elementary School Journal
   - Educational Leadership
   - Young Children Journal
   - School Library Journal
   - The Journal of Special Education

5. **TOMB STONE RUBBINGS**
   Participate in tomb stone rubbings at the Fort Bayou Cemetery in Ocean Springs. The information provided in this rubbing will be the foundation for authentic research in each area of the social studies (artifact). Follow the requirements on the Tomb Stone Rubbings handout. Place all Tomb Stone Rubbing research and a photo of the rubbing in your portfolio. Rubbing and presentation: **25 points.**
6. **BOOK STORE FIELD TRIP**
   Visit two book stores. Read children’s trade books related to the unit you will develop. Compile a list of the books you review as directed in the Book Store Visits handout. Include in your portfolio and bring to class for sharing: **15 points.**

7. **SOCIAL SCIENCES EXAM**
   You will identify in which area of the social sciences 20 different topics would fit. When the test is returned to you, place it in your portfolio: **10 points.**

8. **INTERDISCIPLINARY UNIT PRESENTATION**
   Prepare and present a social-studies-themed interdisciplinary instructional unit for the class. Your presentation should include the use of children’s trade books to integrate various subject area disciplines around a social studies theme; map, globe and graphing skills; and a current event. Each presentation should include handouts, art, music, audio/visual aids and participatory activities, accompanied with evaluation rubrics. The unit will be based on MS Frameworks in Social Studies and will include the integration of a minimum of two other MS Framework areas: **20 points.**
   **OPTIONAL ASSIGNMENT:** Provide a movie that can serve as assistance for a troubled student.

**ALL WRITTEN ASSIGNMENTS WILL BE ASSESSED ON THE FOLLOWING:**

MECHANICS (includes appropriate verb usage, use of subject-verb agreement, comma usage, use of punctuation, spelling, sentence structure, quotes, use of APA format).

CONTENT (includes following directions for written assignment, addressing the issue chosen/assigned, use of correct terminology, and adequate documentation).

EXPRESSION (includes clarity of thought, style and format of writing, and appropriate introduction and summary information).

**GRADING SCALE:** A=90-100; B=80-89; C=79-70

**Note:**
Dr. Mucha is available to students by telephone and email at any time. Additionally, Dr. Mucha is available by request for appointments prior to or after class or an agreed upon day and time. Students should not hesitate to make arrangement to meet with Dr. Mucha if there is a need.
COURSE CALENDAR:

June 1
Course Overview and discussion of assignments
MS Frameworks
Download the MS Frameworks for the grade of Social Studies you will use for your Interdisciplinary unit. Study the MS Frameworks in two other curriculum areas that you will relate to the Social Studies area selected and download these. Maintain these documents in your portfolio.

June 10  This is a SATURDAY.  10 AM until assignment is complete.  This session will count as two meetings.
Conduct the tomb stone rubbing and complete assignment as directed by handout.

June 15
View Curriculum Differentiation video.
Discuss what techniques can be incorporated into the Interdisciplinary Unit.

June 22  There will be no class on this date.
Out of class assignment: visit bookstores and complete assignment as directed by handout.

June 29
Present Tomb Stone Rubbings and research. (About 30-45 minutes)
Discuss rubrics and evaluation methods for Interdisciplinary Unit.
Share art, music, and current event(s) that will be used as part of the Interdisciplinary Unit.

July 6
Present Chapter and conduct class discussion. (15-20 minutes)
Discuss trade books and how they will be infused into the Interdisciplinary Unit.
Complete social sciences exam.

July 13
Present Interdisciplinary Unit. (About 45 minutes to one hour)
Portfolios Due.
Statement on Academic Integrity

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The university places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University's academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, and could lead to suspension or dismissal from the university. A full explanation of the procedures for responding to instances of academic dishonesty is contained in the student handbook, The Red Book.

ADA Statement

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact Mr. Jerry Bracey at 228-702-1802. Mr. Jerry Bracey is located in the Administration Building of William Carey University - Tradition Campus.

Disaster Plan Statement

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website http://wmcarey.edu, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university’s course management system at https://elearning.wmcarey.edu. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through Sader Watch, the WCU emergency text message service. Sign up instructions can be found under current students on the WCU homepage.

Incompletes

All of the following criteria must be met in order for a student to receive an incomplete:

- class (and university) attendance requirements must have been met;
- 80% of the required work for the class must have been done;
- the student must be passing the class at the time the incomplete is granted;
- the student must request the incomplete on the WCU incomplete request form prior to the time at which faculty must submit grades;
- the student must have provided appropriate documentation regarding the reason for requesting the incomplete (e. g., accident reports, medical records, etc.)
- the Dean of Arts and Letters must have determined that unavoidable circumstances have prevented the student from completing the course on schedule. If any one of the above conditions is not met, a student cannot receive an incomplete for the course.

Tobacco-Free Campus: “William Carey University is a tobacco-free campus. All WCU students are asked to respect this policy by refraining from smoking or other tobacco use while on campus.”
TK20 Subscription Information for Undergraduate and Graduate Students

This is a great time to be at William Carey University. The State of Mississippi and all of its institutions of higher learning are committed to advancing excellence in education on campuses and across the state’s schools. Our research expertise and well-prepared graduates will play an even larger role in leading Mississippi’s children to excellence. In order to achieve this goal, we must systematically and regularly assess our progress and use the data we collect to inform where we focus our efforts to improve. Also each graduate teacher (B.S., B.M.E, B.A., M.Ed., and Ed.S.) will employ a comprehensive portfolio tool, TK20.

To help us in this effort, we have purchased TK20, a comprehensive system that will provide all of us with a rich set of tools to manage our growth, improve our processes, and make tasks easier. The TK20 system will allow you to:

1. Build your course and performance artifacts electronically online. Your artifacts will stay with you so you can use them for years - up to 7 years upon purchase. This will be a great benefit to you as you seek to advance in your education career and build your career portfolio over time. TK20 connects to the larger world of educators across the nation.

2. Create electronic portfolios for documenting your work for presentation to faculty and prospective employers. Many school districts now expect electronic portfolios. The Mississippi Department of Education will be instituting an artifact portfolio annual review beginning in 2012 for all Mississippi educators. Instead of burdening your principal with paper artifacts, this system will allow you to store your portfolio on the internet, including units, test data, teaching artifacts, etc.

3. Have a fully documented record of artifacts from your university classes and school. Additionally the TK20 system will help us serve you better by providing instant data for advising and program improvement.

   Students are to purchase a TK20 account by going to http://TK20.wmcarey.edu and clicking on "click here to purchase a student account", then follow the prompts. After purchasing your TK20 account, TK20 will email your log in information and further instructions.

   Your TK20 Account should be activated (purchased) by the end of the second week of classes. You will then begin exploring the system and its portfolio features. Make sure to get oriented to the system and complete the assignment your instructor will use for your key assessment.

   On-line training materials have been organized to orient you to TK20. To access the on-line tutorials, go to http://TK20.wmcarey.edu and press the tutorials button.

   Please contact your program manager, Ms. Amy Herchenhahn, for additional information and support (601-318-6088).

   We do understand that a university education requires a significant investment of time and resources and we are committed to helping you achieve the greatest return on your investment. We have spent a considerable amount of time finding the best system to meet your needs and ours. As you become familiar with the system and realize its potential and benefits, I am sure that you will be pleased.

   Barry Morris, Ph.D.
   Dean, School of Education
   William Carey University
   498 Tuscan Avenue
   Hattiesburg, MS 39401
   601-318-6587
   barry.morris@wmcarey.edu