

Mississippi Valley State University
Department of Teacher Education
Holistic Transformer

Transforming and developing scholars, reflective thinkers and facilitators, and responsible professionals who will change and transform the Delta and society beyond.

ED 404 Methods and Materials for Teaching Social Science
Fall 2018

Instructor: Dr. Theresa Dumas **Class Meeting OPL RM 152 Time: R 6:00-8:40**
Office Location: OPL 160/Teacher Education Resource Room
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Office Hours: TR: 3:00-5:00 W: 11:00-5:00

COURSE DESCRIPTION:

This course is designed to teach candidates the current and traditional methods of teaching social studies in the elementary school. Included will be the development of lesson plans, teaching units, development and use of instructional materials, as well as appropriate theory, research and best practices for teaching social studies. Field experience includes micro teaching in the P12 classroom is included. Prerequisites:

CREDIT HOURS: 3

PREREQUISITES:

ED 280: Introduction to Teaching, ED 380: Instructional Planning and Adapting Instruction, HI 105, HI 106, HI 201, HI 202, and admission to Teacher Education.

COURSE CONTENT:

Required Text:

Parker, W. & Beck, T. (2017). *Social studies in elementary education* (15th ed.). USA: Pearson Education, Inc.

Secondary/Supplemental Resources:

Maxim, G. (2018). *Dynamic social studies* (11th ed.). New York, NY: Pearson Education, Inc.

Chapin, J. (2015). *A practical guide to middle and secondary social studies* (4th ed.). Boston, MA: Pearson Education Inc.

The Revised Curriculum Standards for Social Studies (National Council for the Social Studies). State and school district curriculum guidelines for social studies provided by the instructor and/or found online.

Common Core State Standards (CCSS).

Students must have the required text no later than the first day of the second week of class. Textbooks will be used in all classes and are required.

MAJOR AREAS OF STUDY: Content presented in this course will include, but will not be limited to:

1. Introduction to Social Studies Education
2. The Social Studies Curriculum
3. Planning and Teaching Social Studies

PURPOSE/RATIONALE:

ED 404 Methods and Materials for Teaching Social Science main purpose are to equip elementary and middle school teachers with tools for teaching social studies to children. Employing Mississippi Valley State University's Teacher Education Department Holistic Transformers who are (a) Scholars who continually strive to understand theoretical and knowledge bases associated with Social Studies instruction in elementary school classrooms; (b) Facilitators and Reflective thinkers who enrich the Social Studies they provide public school students, stimulating their pupil's natural desire to learn (c) Responsible professional who build upon their scholarly knowledge and understanding throughout their careers and examine the nature and success of their instructional practices and the progress of their pupils. Therefore, MVSU's Holistic Transformers are those who are prepared to develop and employ a balanced and integrated approach to teaching Social Studies in which their pupils employ the academic skills associated with listening, speaking, reading, and writing within the Social Studies curricular framework.

GENERAL COURSE GOALS: This course is required of prospective elementary and middle school teachers seeking the Initial Teaching Certificate in accordance with standards established by the state. Moreover, this course equips the perspective elementary and middle school teacher with tools for teaching social studies to children. Perspective teachers will work to construct initial ideas of social studies teaching that include an understanding of content selection, an understanding of teaching, and an understanding of the critical role of social studies education in the school curriculum.

NOTE: This syllabus is intended as a guide not a contract. I reserve the right to change the contents at any time.

1. Demonstrate an understanding of the importance of educating children for democracy to hold the office of citizen in a diverse society organized and striving to realize democratic ideas liberty and justice for all.
2. Explain the diversity of human societies, especially of life in the United States and of the classrooms in which we teach and the obligation to fight discrimination and bigotry..
3. Identify individual differences among learners combined with high expectations for all children.
4. Create ways of helping children develop historical, geographic, and civic knowledge and skills, attitudes and values.
5. Describe the reality of the world as an independent global network, and the need to develop perspective as well as knowledge of the world history and cultural geography.

6. Demonstrate the importance of infusing reading and writing instruction into the social studies curriculum and using the social studies curriculum as the main platform for reading and writing.
7. Emphasize the idea in which understanding is constructed by the learners themselves and must construct understanding overtime, and that the teacher should provide skillful scaffolding guidance.
8. Plan and utilize learning activities and technology to help children achieve essential social studies goals rather than letting activities and technology become ends in themselves..
9. Apply current researched instructional strategies to match teaching strategies and teach specific skills, especially concept formation and inquiry, to subject matter.
10. Relate the moral obligation of teachers to socialize children into democratic ways of being with one another.
11. Emphasize the importance of teaching for thinking using every unit to improve students' ability to reason with evidence (inquiry) and grapple with multiple perspectives.
12. Understand the importance of engaging the professional controversies of social studies teaching.

MATRIX: LINKAGE OF THE HTM AND ED 404 Methods and Materials for Teaching Social Studies Course Goals

General	HTM (Knowledge) 1.0 Scholar	HTM (Skills) 2.0 Facilitator & Reflective Thinker	HTM (Dispositions) 3.0 Responsible Professional
Course Goals			
Goal 1	1.1, 1.4	2.1,	3.1, 3.2, 3.4
Goal 2	1.4	2.4	3.4
Goal 3		2.1, 2.4	3.2
Goal 4	1.1, 1.2, 1.4	2.1, 2.4	3.1, 3.2, 3.4
Goal 5	1.1, 1.4	2.1, 2.2, 2.4	3.1, 3.2
Goal 6	1.2	2.2, 2.4	3.2
Goal 7	1.2	2.2, 2.4	3.2
Goal 8	1.2	2.2, 2.4	3.2
Goal 9	1.1	2.1	

Goal 10	2.2	2.4	3.1, 3.2, 3.4
Goal 11	1.3	2.3	3.3
Goal 12			3.1, 3.4

Outcome: Content**Candidate Proficiencies (Knowledge)****1.0 Scholar**

- 1.1 The candidate synthesizes in-depth knowledge of content in specific disciplines with research-based practices in the teaching and learning process.
- 1.2 The candidate **plans** instruction and integrates technology appropriately based on best practices.
- 1.3 The candidate **selects** reliable and valid assessments to measure student performance.
- 1.4 The candidate **demonstrates** theoretical, historical, and philosophical knowledge of diversity and equity.

Outcome: Processes, Skills**Candidate Proficiencies (Skills)****2.0 Facilitator and Reflective Thinker**

- 2.1 The candidate regularly **reflects** on the state, national, and professional curriculum standards as a basis for continuously improving teaching and learning.
- 2.2 The candidate **designs and implements** unit and daily lesson plans that incorporate rigorous instructional strategies and infuses technology appropriately to enhance student learning.
- 2.3 The candidate **administers** formative and summative assessments to measure student learning outcomes and to facilitate data-based decisions about instruction.
- 2.4 The candidate **develops** adaptive instruction plans to meet the educational and social needs of all students in collaboration with community and parental support.

Outcome: Dispositions**Candidate Proficiencies (Dispositions)****3.0 Responsible Professional**

- 3.1 The candidate actively **collaborates** with relevant P-20 learning communities and professional education associations as evidence of a personal commitment to professional learning and development.
- 3.2 The candidate **values, respects, and promotes** learning for all students and incorporates instructional technology.
- 3.3 The candidate **systematically analyzes** individual student outcomes and makes appropriate decisions for student learning.
- 3.4 The candidate **models** professional, responsible, and ethical behaviors to support social justice and equity in a diverse society.

COURSE OBJECTIVES: (Linked to Standards) NCSS, INTASC, TIAI, CAEP

At the end of the semester, the teacher candidate should be able to:

- 1. Explain how the social studies sub-goals of knowledge, values and attitudes, and skills help teachers achieve the two main goals of social studies. (NCSS 1, 10), (INTASC 4, 5), (TIAI 1, 3, 9, 12, 13, 14, 16,), (CAEP 1, 5)

2. Demonstrates how the social studies curriculum's scope and sequence build toward students' increasingly sophisticated understanding of the world. (NCSS 1, 2, 3, 4, 5, 6, 7, 8, 9, 10), (INTASC 4, 5, 7, 8), (TIAI 4, 8, 13, 15, 16, 17, 22), (CAEP 1, 5)
3. Relate the ten themes of the Curriculum Standards for Social Studies to specific grade levels in the social studies scope and sequence (NCSS 1, 2, 3, 4, 5, 6, 7, 8, 9, 10), (INTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10), (TIAI 1, 2, 3, 4, 10, 11, 13, 14, 15, 16, 17, 22, 23), (CAEP 1, 5),
4. Apply the five key trends to the work of social studies teachers. (NCSS 1, 2, 3, 4, 4, 5, 6, 7, 8, 9, 10), (INTASC 4, 5, 7, 8), (TIAI 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25), (CAEP 1, 2, 3, 4, 5),
5. Recognize the changing demographics of the classroom and the reasons teachers need to plan for the diversity that results from these changing demographics. (NCSS 1, 3, 4, 5, 6, 9, 10), (INTASC 1, 2, 3, 4, 5, 7, 8, 9, 10), (TIAI 2, 6, 14, 15, 16), (CAEP 1)
6. Understand the characteristics of students in today's classrooms and the challenges and enrichment such diversity offers the teachers and students. (NCSS 1, 3, 4, 5, 6, 9, 10), (INTASC 1, 2, 3, 4, 7, 8, 9), (TIAI 2, 6, 14, 15, 16), (CAEP 1)
7. Apply the guidelines for teaching in diverse classrooms to classroom situations. (NCSS 1, 3, 4, 5, 6, 9, 10), (INTASC 1, 2, 3, 4, 7, 8, 9), (TIAI 2, 6, 14, 15, 16), (CAEP 1)
8. Give a rationale for citizenship education and outline how it can be implemented in the classroom. (NCSS 10), (INTASC 10), (TIAI 1, 4, 6, 14, 15, 16, 17, 25), (CAEP 1)
9. Explain the impact of religion on history and human affairs and how religion should be integrated into the social studies curriculum. (NCSS 10), (INTASC 10), (TIAI 1, 4, 6, 14, 15, 16, 17, 25), (CAEP 1)
10. Know when to integrate geography instruction with other subjects and when to teach geography separately. (NCSS 1, 2, 3, 4, 5, 6, 9, 10), (INTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10), (TIAI 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 1, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25), (CAEP , 5)
11. Summarize the essence of political science and explain its importance to students and to their communities. (NCSS 1, 2, 3, 4, 5, 6, 9, 10), (INTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10), (TIAI 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 1, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25), (CAEP , 5)
12. Justify economics activities and simulations based in how effectively they teach economics concepts. (NCSS 1, 2, 3, 4, 5, 6, 9, 10), (INTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10), (TIAI 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 1, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25), (CAEP , 5)
13. Understand the basic concerns of anthropology and sociology. (NCSS 1, 2, 3, 4, 5, 6, 9, 10), (INTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10), (TIAI 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 1, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25), (CAEP , 5)
14. Teach students to use maps and globes, and to apply mapping skills that are an essential part of social studies education. (NCSS 1, 2, 3), (INTASC 4, 7, 8), (TIAI 14), (CAEP 1)

15. Teach children to read and interpret data in graphs and charts. (NCSS 1, 2, 3), (INTASC 4, 7, 8), (TIAI 14), (CAEP 1)
16. Articulate the value of including current events and social problems in the elementary and middle school curriculum. (NCSS, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10), (INTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10), (TIAI 1, 3, 14), (CAEP 1)
17. Plan a program of current events that emphasizes daily use of the news, decision making on controversial issues, teaching about different kinds of controversy, and writing about issues. (NCSS, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10), (INTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10), (TIAI 1, 3, 14), (CAEP 1)
18. Discuss a variety of methods of assessment and weigh the advantages and disadvantages of different methods based on the intended purpose. (NCSS 1, 2, 3, 4, 5, 6, 7, 8, 9, 10), (INTASC 6), (TIAI 5, 6, 7, 8), (CAEP 1)
19. Plan coherent social studies units, specifying both lessons and activities. (NCSS 4), (INTASC 4, 5, 7, 8), (TIAI 1, 2, 3, 4, 14, 15, 16, 17, 18), (CAEP 1)
20. Plan units and lessons that effectively teach academic and intellectual social studies skills. (NCSS 1, 2, 3, 4, 5, 6, 7, 8, 9, 10), (INTASC 1, 2, 3, 4, 5, 6, 7, 8), (TIAI 1, 2, 3, 4, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19), (CAEP 1)
21. Identify and explain the ways that literacy education and social studies content learning are interdependent. (NCSS 8), (INTASC 4, 5, 7, 8), (TIAI 3) (CAEP 1)
22. Plan for improving students' understanding of events through the multiple perspectives provided by carefully chosen children's and young adult trade books. (NCSS 8), (INTASC 4, 5, 7, 8), (TIAI 1, 2, 3, 4) (CAEP 1)
23. Understand the purpose and processes of integrated units and use this knowledge to design effective units. (NCSS 1, 2, 3, 4, 5, 6, 7, 8, 9, 10), (INTASC 1, 2, 3, 4, 5, 7, 8, 9, 10), (TIAI 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25), (CAEP 1, 2, 3, 4, 5)
24. Identify the school, community, and digital resources available to social studies teachers and use those resources to create successful learning experiences for students. (NCSS 1, 2, 3, 4, 5, 6, 7, 8, 9, 10), (INTASC 9, 10), (TIAI 25) (CAEP 2)

PHONE USAGE

All students are expected to respect the professor, themselves, and other class members by creating an environment that empowers learning. Absolutely No Personal Cell Phone Usage, Personal Texting or Other Technological Devices in Class. Make Sure All Phones Are Turned Off Upon Entering Class. The Professor will determine when cell phones or other devices may be used in class. No videotaping unless determined by the professor. If videotaping occurs without the professor's permission the proper procedures will be handled by the professor/MVSU administration.

TECHNOLOGY INFUSION:

Technology to be used includes: Computer, Internet, PowerPoint, Excel, CD-ROM, and VCR

Grades for the course will be calculated based on data from:

MAJOR STUDENT ACTIVITIES:

1. Clinical Field Experiences and fill out the observation checklist. **(Students without the completion of 10 hours clinical experiences will receive F for this course.**
2. Quizzes
3. Midterm Exam
4. Final Exam
5. Class assignments
6. Disposition and participation in class discussion/activities.
7. Attendance and class engagement
8. Participating in structured and explicit classroom instruction.
9. Class Projects (Group & Individual)

ADDITIONAL SOCIAL STUDIES PROJECTS/ASSIGNMENTS

1. Map Making
2. Preamble Activity
3. Oral History
4. Current Events and Geography
5. Time capsule
6. Thematic Unit Integrating Literacy
7. Field Trip
8. Bulletin Board
9. Democratic Dispositions & Virtues
10. Culture Assignment

CLINICAL AND FIELD EXPERIENCE: A Certified Background Check must be completed and successfully cleared for entry into the schools to complete a minimum of 10 hours Early Field Experience. Early Field experienced is supervised. Students will obtain Early Field Experience Packets from The Director of Early Field Experiences. Placement is determined by the Director of Early Field Experiences .Students must bring signed documentation to the professor from their Early Field Placement mentor and the principal of the school to achieve credit for Early Field Experience. (Students without the completion of 10 hours clinical experiences will receive F for this course).

INSTRUCTIONAL STRATEGIES: The in-class teaching methods used to accomplish the goals and objectives of the course include field experience, lecture, quizzes, paired learning, demonstration, presentation, handouts, scaffolding, modeling of strategies with technology, simulations, student presentations, whole group discussion and small heterogeneous cooperative group activities, and group and individual research.

DRESS CODE:

Students are expected to exercise good judgment concerning appropriate dress for the classroom. Dressing appropriately in an environment that is conducive to learning requires that clothing not be distracting and is sufficient in quality to cover and protect the body. Individual freedom of dress is upheld but students must be respectful and sensitive of others and recognize that dressing appropriately is a part of training desired in professional dispositions. Attire not befitting professional decorum is not prohibited in the classroom.

STUDENT EVALUATION: : The classroom practitioner will be evaluated based on class and group participation, exams, quizzes, quality of assignments, and attendance of class. All written assignments are to be typed and double spaced. Students are graded on the regular university grading system that ranges from 0-100. There is no curve or predetermined distribution that grades must follow. A student grade is based entirely on the quality of work in completing course requirements.

Grading Scale:

- | | |
|---|----------|
| 1. Outstanding effort and performance | 90-100=A |
| 2. Satisfactory effort and performance | 80-89=B |
| 3. Mediocre effort and performance | 70-79=C |
| 4. Minimal effort and performance | 60-69=D |
| 5. Failure to meet the intent of the assignment | 0-59 =F |

ATTENDANCE POLICY: No getting up and walking out during class time unless absolutely necessary. Regular and punctual attendance is required for this class. Each student plays a vital role in the success/failure of the course and therefore attendance is mandatory. Courtesy and professionalism will be exercised in this course. Class will start on time so that we might end on time. Candidates are responsible for all content, discussion, and materials covered during his/her absence. Make provisions with a classmate to obtain notes. The student is expected to attend every class, arriving on time and leaving only after the class has dismissed. Unless appropriate documentation is provided, any student missing three (3) classes in a two day class period (ex. TTH) will automatically find that their final course grade will be lowered a letter. Excessive absences will necessitate a reduction in the student's class participation points. Three (3) tardy or three (3) leave early will result in one (1) absence. Students may obtain from the Vice President of Student Affairs an official excuse from class due to an emergency (illness, accidents, jury duty, or death in the immediate family) or for attendance at officially authorized field trips sponsored by Mississippi Valley State University. Official absences presented to the instructor within seven days from the date of the absence entitle the student to make up any work missed. Please see MVSU undergraduate catalog for the university class attendance policy.

MAKE-UP POLICY: If you are absent, it is your responsibility to find out about any work you missed. It is a good idea to select a classmate who will collect handouts and provide a copy of notes when you need to be absent. All assignments are due on the date and time assigned by the instructor. If you anticipate being absent, arrange to have the assignment turned in before the due date.

Late work will result in a loss of points and will be subject to one letter grade lower than the grade obtained. This class will comply with the policy of Mississippi Valley State University's grading policy. .

ADA STATEMENT WITH SPECIAL NEEDS: Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must

be registered with the Services for Student with disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located inside the EMAP Computer Lab in the Technical Education (IT) Building to register for the program at the beginning of each semester. For more information or schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or billy.benson@mvsu.edu

PLAGIARISM/ACADEMIC INTEGRITY : Academic integrity is a commitment to the values of honesty, trustworthiness, fairness, respect and responsibility in academia. Academic integrity is violated by any dishonest act that is committed in an academic context. Honesty and integrity are essential values of the Mississippi Valley State University's mission to pursue truth and knowledge. Academic excellence can be reached only with the cooperation and support of students. Students are expected therefore to accept responsibility for maintaining honesty and integrity in all acts inside and outside the classroom, studio or laboratory. For a detailed description of sanctions and appeal procedures, consult Student Handbook pg.59.

https://www.mvsu.edu/sites/default/files/student_handbook

CALENDAR OF ACTIVITIES /COURSE TENTATIVE SCHEDULE:

Please see a separate page.

REFERENCES:

Social Studies Websites

Mississippi Department of Education	http:// www.mde.k12.ms.us
Mississippi Social Studies	http://www.mde.k12.ms.us/acad/id/ss/sstable.htm
National Council for the Social Studies	http://www.ncss.org/
Mississippi Council for the Social Studies	http://mcss.hvpermart.net/
National Council for the Social Studies Ten Thematic Strands	http://www.ncss.org/standards/teachers/standards.html
Social Studies Stories	http://cedarville.edu/dept/ed/pbstorvs.htm
Kieran Egan's Homepage	http://www.cedarville.edu/dept/ed/pbstorvs.htm
Eric Clearing House for Social Studies Research	http://home.netscape.com/escapes/search/ntsrclirnd-2.html
Chronology of US Historical Documents	http://www.law.uoknor.edu/ushist.html
The History Nest	http://www.thehistorynet.com
The Kids' Corners	http://surfcomp/kids/socstud.html
The Social Studies Repository	http:// currv.edschool.virginia.edu/go/cise/soc/Resources/Website_socstudies.html
Library Social Studies Links	http://dandlion.sbceo.k12.ca.us/~vistafac/linsoc.html
C-Span	http://www.c-span.org/
Busy Teachers Home Page	http://www.midnet.se.edu/chs/edlinks.htm
General Social Studies Resources	http://trfn.clpgh.Org/Education/k12/socstudies.html

www.ed.gov United States Department of Education
 www.ed.gov/offices/OESE/esea No Child Left Behind Act of 2001
 www.ncate.org Council for the Accreditation of Teacher Educator
 Preparation

library.msstate.edu/magnolia/EBSCO host pwd: Magn1309
 Publication Manual of the American Psychology Association

Professional Journals:

Social Education. National Council for the Social Studies

Social Studies and the Young Learner. National Council for the Social Studies

The Social Studies. Heldref Publications

Other References Include:

- Berson, M. Cruz, B., Duplass, J. & Johnson J. (2001). *Social studies on the internet*. Upper Saddle River, NJ: Merrill Prentice Hall
- Chapin, J. (2015). *A practical guide to middle and secondary social studies* (4th ed.). Boston, MA: Pearson Education Inc.
- Dorsey-Neely, P. (2016). *Mississippi in me*. Como, MS: Laurel Rose Publishing
- Dorsey-Neely, P. (2013). *Meet my Mississippi*. West Point, MS: Liberation's Publishing LLC
- Fry, T. (2000). Multicultural perceptions held by pre-service social studies teachers. *Journal of Critical Inquiry into Curriculum and Instruction*, 2(2).
- Fritzer, P. (2002). *Social studies content for elementary and middle school teachers*. Boston: Allyn & Bacon
- Glover, R. & O'Connell, B. (2003). Understanding human rights. *Social Studies and the Young Learner*, 15(3).
- Maxim, G. (2018). *Dynamic social studies* (11th ed.). New York, NY: Pearson Education, Inc.
- National Council for Social Studies (2003). Notable social studies trade books for young people, *Social Education*, 67(4).
- Oberchain, K. & Morris, R. (2003). *50 social studies strategies for K-8 teachers*. Upper Saddle, NJ: Merrill Publishing.
- Parker, W. & Beck, T. (2017). *Social studies in elementary education* (15th ed.). USA: Pearson Education, Inc.
- Parker, W. (2012). *Social Studies in Elementary Education*, (14th ed.). Allyn & Bacon: Pearson Education, Inc.
- Parker, W. (2005). *Social studies in elementary education*(12th ed.). Upper Saddle, NJ: Pearson Merrill Prentice Hall.
- Parker, W. (2001). *Social studies in elementary education* (11th ed.). Upper Saddle, NJ: Pearson Merrill Prentice Hall.
- Seefeldt, C. (2001). *Social studies for the preschool & primary child*. Upper Saddle, NJ: Merrill Prentice Hall.
- Sunal, C. & Haas, M. (2005). *Social studies for the elementary and middle grades: A constructivist approach*. Boston, MA: Allyn & Bacon.
- Turner, T. (2004). *Essentials of classroom teaching elementary social studies* (3rd ed.). Boston,

MA: Allyn & Bacon.
Zarillo, J.(2000). *Teaching elementary social studies: Principles and applications*. Upper Saddle River, NJ: Prentice Hall.

The schedule and procedures as presented in this syllabus are subject to change in the event of extenuating circumstances. You will be given written notification of any significant changes.