

EDUC543 16

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Course Summary

Course : EDUC543 **Title :** Issues, Methods, and Materials in Teaching Social Studies

Length of Course : 16

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

Description

Course Description: This course examines the purposes, significant issues, and current trends which affect social science and history subject matter in the elementary and secondary schools. It 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; the criteria to select appropriate social studies content, skills, and attitudinal objectives; teaching strategies; the inclusion of instructional technology 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, as well as the scope and sequencing of history and social studies courses in the school curriculum.

Course Scope:

Students in this course are expected to plan and assess social studies experiences that meet the developmental needs of learners by examination of the lives of individuals and groups within different cultural settings and how the world came to be as it is. Emphasis will be placed on evaluating experiences that promote inquiry, self-efficacy and understanding of diversity.

Objectives

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

1. Describe the foundations, status, and major forces of influence on the teaching of social studies. (WVPTS: 1A1,1A2,1B1,1B2,1C1,1C2,1C3, 1D1,1D2,2A3, 3A1,3A3); (ISTE: 1b,c,2a,b,c)
2. Discuss learning principles related to teaching social studies. (WVPTS: 1A1,1A2, 1B1,1B2,1C1,1C2,1C3, 1D1,1D2,2A3,3A1,3A3); (ISTE: 1b,c,2a,b,c)
3. Discuss the issues and challenges related to social studies curricula in elementary and secondary schools. (WVPTS: 1A1,1A2,1B1,1B2,1C1,1C2,1C3, 1D1,1D2,2A3,3A1,3A3); (ISTE: 1b,c,2a,b,c)
4. Describe current social studies curriculum development trends. (WVPTS: 1A1,1A2,1B1,1B2,1C1,1C2,1C3, 1D1,1D2,2A3,3A1,3A3); (ISTE: 1b,c,2a,b,c)
5. Adapt effective principles of teaching to social studies instruction to a diverse student body. . (WVPTS:

1A1,1A2, 1B1,1B2,1C1, 1C2,1C3,1D1,1D2, 2A1,2A3,3A1,3A3,3D2,3D3); (ISTE: 1b,c,2a,b,c)
6. Implement learner-centered and challenging social studies strategies that meet student needs. . (WVPTS: 1A1,1A2, 1B1,1B2,1C1, 1C2,1C3,1D1,1D2, 2A1,2A3,3A1,3A3,3D2,3D3); (ISTE: 1b,c,2a,b,c)
7. Discuss the “NCSS” competencies and explain how they can be incorporated into the classroom lessons. (WVPTS: 1A1,1A2, 1B1,1B2,1C1,1C2,1C3, 1D1,1D2,2A1, 2A3,3A1,3A3,3D2,3D3); (ISTE: 1b,c,2a,b,c)
8. Evaluate current textbooks and curriculum materials in the social studies and discuss how well student and societal needs are being met. (WVPTS: 1A1,1A2, 1B1,1B2,1C1,1C2,1C3,1D1,1D2,2A1,2A3, 3A1,3A3,3D2,3D3); (ISTE: 1b,c,2a,b,c,4a,b,c,d)

Outline

Week 1: The evolution of social studies. Theoretical background for effective social studies instruction.

Learning Objectives

Discuss the origins of social studies.

Discuss the importance of the 1916 Report of the Committee on the Social Studies.

Discuss the importance of the National Standards for the Social Studies curriculum.

Identify the disciplines that make up the social studies.

Compare and contrast the “ideal” social studies classroom with less than ideal models.

Discuss the implications of NCLB legislation as it pertains to social studies instruction.

Interpret the National Association for the Education of Young Children’s (NAEYC) Code of Ethical Conduct in the context of how teachers can balance the responsibilities for teaching standards with developmentally appropriate practices.

Readings

Week 1

Martorella, et.al – Chapters 1 and 2 and Appendix A

Read the National Standards for the Social Studies Curriculum (see Martorella, et.al classroom text – Appendix A).

Week 2

Wallace – Chapter 1

Assignments

Forum – Biography

Post your biography and reply to a few of your classmates.

Submit HW#1 – Based on course readings and personal experiences compose a reply to the following question: “How does an understanding of developmentally appropriate practices in the social studies classroom enhance students’ individual development and identity?” This assignment is due on Friday of week 2.

Forum #1 (week 1) – Describe what you believe to be the attributes of an “excellent” social studies teacher. Post your response into the Forum and comment on postings made by a few of your classmates. Postings are due by the end of week 1.

Forum #1 (week 2) – Complete the readings for week 2. Consider new information discovered in these readings and think about how your personal experiences as secondary social studies student were in alignment with or differed from the textbook’s presentation. Go back to the Forum and comment the initial posts by incorporating this information. Initial posts are due by Wednesday of week 2. Subsequent replies, to a few of your classmates, should be made by the end of week 2.

Week 2: The evolution of social studies. Theoretical background for effective social studies instruction.

Learning Objectives

Discuss the origins of social studies.

Discuss the importance of the 1916 Report of the Committee on the Social Studies.

Discuss the importance of the National Standards for the Social Studies curriculum.

Identify the disciplines that make up the social studies.

Compare and contrast the “ideal” social studies classroom with less than ideal models.

Discuss the implications of NCLB legislation as it pertains to social studies instruction.

Interpret the National Association for the Education of Young Children’s (NAEYC) Code of Ethical Conduct in the context of how teachers can balance the responsibilities for teaching standards with developmentally appropriate practices.

Readings

Week 1

Martorella, et.al – Chapters 1 and 2 and Appendix A

Read the National Standards for the Social Studies Curriculum (see Martorella, et.al classroom text – Appendix A).

Week 2

Wallace – Chapter 1

Assignments

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Post your biography and reply to a few of your classmates.

Submit HW#1 – Based on course readings and personal experiences compose a reply to the following question: “How does an understanding of developmentally appropriate practices in the social studies classroom enhance students’ individual development and identity?” This assignment is due on Friday of week 2.

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Forum #1 (week 2) – Complete the readings for week 2. Consider new information discovered in these readings and think about how your personal experiences as secondary social studies student were in alignment with or differed from the textbook’s presentation. Go back to the Forum and comment the initial posts by incorporating this information. Initial posts are due by Wednesday of week 2. Subsequent replies, to a few of your classmates, should be made by the end of week 2.

Week 3: Creating a social studies learning environment.

Learning Objectives

Describe a learning environment appropriate for elementary and secondary level social studies students.

Describe how a learning center based on social studies goals and objectives can help meet the needs of students.

Identify some uses of technology in the social studies classroom and how these applications can yield knowledge acquisition results.

Identify the sources of subject matter for the Social Sciences to include professional journals and Internet sources.

Describe how to “communicate with the community” about a social studies program.

Readings

Week 3

Martorella, et.al – Chapter 3

Wallace – Chapter 2

Conduct a search for your first Journal Article Review. Keeping with the theme of this module, look for articles that discuss the importance of teaching specific social sciences content (e.g. history, psychology, sociology, etc). Notify the instructor of the article you intend to review by the end of week 3.

Assignments

Submit HW#2 – Select three Websites related to the Social Sciences and describe how you might use these sites as a teacher. The strategies you describe should include perspectives acquired through course readings, but also include your personal opinions related to effective social studies instruction. This assignment is due at the end of week 4.

Forum #2 (week 3) – From your perspective, which of the social sciences receives the most emphasis in the secondary grades? Does this parallel the strategies for teaching social studies found in the course readings? Make your post to Forum by the end of week 3.

Submit Journal Article #1 by the end of week 4.

Forum #2 (week 4) – Based on information from your journal article selection review the Forum postings made in week 3 and consider how your findings impact the substance of the postings. Make initial replies to the Forum postings by Tuesday of week 4 and reply to several of your classmates by the end of week 4. Since everyone is selecting different articles there should be some lively discussion in week 4.

Week 4: Creating a social studies learning environment.

Learning Objectives

Describe a learning environment appropriate for elementary and secondary level social studies students.

Describe how a learning center based on social studies goals and objectives can help meet the needs of students.

Identify some uses of technology in the social studies classroom and how these applications can yield knowledge acquisition results.

Identify the sources of subject matter for the Social Sciences to include professional journals and Internet sources.

Describe how to “communicate with the community” about a social studies program.

Readings

Week 3

Martorella, et.al – Chapter 3

Wallace – Chapter 2

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Assignments

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Week 5: Planning for Social Studies. Perspectives on the Social Studies Curriculum.

Learning Objectives

Discuss the elements of a direct instruction social studies lesson.

List the focus and closure activities for specific social studies lessons.

Describe the sequencing patterns of social studies curriculum from Grades K through 12.

Define constructivism and discuss this concept as it relates to social studies instruction.

Develop a thematic unit, addressing the Multiple Intelligences as described by Gardner.

Develop a concept map for planning a course of study.

Analyze social studies lessons based on DAP.

Readings

Week 5

Martorella, et.al – Chapters 4 and 5

Conduct a search for your second Journal Article Review. Keeping with the theme of this module, look for articles that discuss the importance of considering diversity in both content presentation and student

differences. Notify the instructor of the article you intend to review by the end of week 5.

Week 6

Wallace – Chapters 3 and 4

Assignments

Submit HW#3 – Consider the issue of author bias with respect to social studies textbooks. Research this topic by conducting a search for literature related to this topic and / or comparing social studies textbook presentations of the same material. From your perspective, how does this issue impact the way in which social studies is taught and how students learn?

Forum #3 (week 5) – How can the Social Studies Teacher effectively plan for the cultural diversity in the classroom? Post your response into the Forum by Friday of week 5.

Submit Journal Article Review #2 by the end of week 6.

Forum #3 (week 6) – Based on information from your journal article selection review the Forum postings made in week 5 and consider how your findings impact the substance of the postings. Make initial replies to the Forum postings by Tuesday of week 6 and reply to several of your classmates by the end of week 6. As with the way this activity was conducted in the previous module, the scope of individual reading selections should contribute to the development of meaningful discussion threads

Week 6: Planning for Social Studies. Perspectives on the Social Studies Curriculum.

Learning Objectives

Discuss the elements of a direct instruction social studies lesson.

List the focus and closure activities for specific social studies lessons.

Describe the sequencing patterns of social studies curriculum from Grades K through 12.

Define constructivism and discuss this concept as it relates to social studies instruction.

Develop a thematic unit, addressing the Multiple Intelligences as described by Gardner.

Develop a concept map for planning a course of study.

Analyze social studies lessons based on DAP.

Required Readings

Week 5

Martorella, et.al – Chapters 4 and 5

Conduct a search for your second Journal Article Review. Keeping with the theme of this module, look for articles that discuss the importance of considering diversity in both content presentation and student differences. Notify the instructor of the article you intend to review by the end of week 5.

Week 6

Wallace – Chapters 3 and 4

Assignments

Submit HW#3 – Consider the issue of author bias with respect to social studies textbooks. Research this topic by conducting a search for literature related to this topic and / or comparing social studies textbook presentations of the same material. From your perspective, how does this issue impact the way in which social studies is taught and how students learn?

Forum #3 (week 5) – How can the Social Studies Teacher effectively plan for the cultural diversity in the classroom? Post your response into the Forum by Friday of week 5.

Submit Journal Article Review #2 by the end of week 6.

Forum #3 (week 6) – Based on information from your journal article selection review the Forum postings made in week 5 and consider how your findings impact the substance of the postings. Make initial replies to the Forum postings by Tuesday of week 6 and reply to several of your classmates by the end of week 6. As with the way this activity was conducted in the previous module, the scope of individual reading selections should contribute to the development of meaningful discussion threads

Week 7: Grouping students for learning.

Learning Objectives

Discuss the appropriateness of the following techniques for elementary and secondary students:

- a. cooperative learning
- b. drama
- c. storytelling
- d. field trips
- e. role playing
- f. simulations

Describe how a lesson plan to teach one of the 10 NCSS standards would differ for students at the elementary level vice the secondary level.

Readings

Week 7

Martorella, et.al – Chapters 6 and 7

Wallace – Chapter 10

Conduct a search for your third Journal Article Review. Keeping with the theme of this module, look for articles that discuss standards based education as applied to Social Studies. Notify the instructor of the article you intend to review by the end of week 7.

Assignments

Forum #4 (week 7) – Consider the modules readings and google Hilda Taba to find out more about her philosophy of education. Consider whether the Taba questioning strategy appropriate for elementary and secondary students. Why or why not? Post your response into the Forum by Wednesday of week 7. Reply to a few of your classmates by the end of week 7.

Submit Journal Article Review #3 by the end of week 8.

Forum #4 (week 8) – Based on information from your journal article selection review the Forum postings made in week 7 and consider if Taba's questioning strategies are compatible with standards based learning. Reply to previous posts and replies in the context of this question. Make initial replies to the Forum postings by Tuesday of week 8 and reply to several of your classmates by the end of week 8.

Week 8: Grouping students for learning.

Learning Objectives

Discuss the appropriateness of the following techniques for elementary and secondary students:

- a. cooperative learning

- b. drama
- c. storytelling
- d. field trips
- e. role playing
- f. simulations

Describe how a lesson plan to teach one of the 10 NCSS standards would differ for students at the elementary level vice the secondary level.

Readings

Week 7

Martorella, et.al – Chapters 6 and 7

Wallace – Chapter 10

Conduct a search for your third Journal Article Review. Keeping with the theme of this module, look for articles that discuss standards based education as applied to Social Studies. Notify the instructor of the article you intend to review by the end of week 7.

Assignments

Forum #4 (week 7) – Consider the modules readings and google Hilda Taba to find out more about her philosophy of education. Consider whether the Taba questioning strategy appropriate for elementary and secondary students. Why or why not? Post your response into the Forum by Wednesday of week 7. Reply to a few of your classmates by the end of week 7.

Submit Journal Article Review #3 by the end of week 8.

Forum #4 (week 8) – Based on information from your journal article selection review the Forum postings made in week 7 and consider if Taba's questioning strategies are compatible with standards based learning. Reply to previous posts and replies in the context of this question. Make initial replies to the Forum postings by Tuesday of week 8 and reply to several of your classmates by the end of week 8.

Week 9: Civics, Citizenship, and Government

Learning Objectives

Identify the key elements of civics, citizenship, and government.

Design lessons that focus on character development.

Evaluate the key elements of citizenship set forth by the NCSS.

Create a model for a class meeting that encourages democracy in the classroom.

Discuss the importance of teaching children about war and peace.

Readings

Week 9

Martorella, et.al – Chapter 8

Wallace – Chapter 5

Conduct a search for your fourth Journal Article Review. Keeping with the theme of this module, look for articles that address the use of cooperative learning strategies in the Social Studies classroom. Notify the instructor of the article you intend to review by the end of week 9.

Assignments

Forum #5 (week 9) – How does the structure of the classroom model the civic ideals and practices of a democracy? How can social studies teachers use this configuration to promote a deeper understanding of democracy. Make your post by the end of week 9.

Submit Journal Article Review #4 by the end of week 10.

Forum #5 (week 10) – Based on information from your journal article selection review the Forum postings made in week 9 and consider how the cooperative learning model can help promote an understanding of the democratic process. Also, consider how other models, such as direct instruction, may negatively impact students' understanding of more dictatorial models of governance. Make initial replies to the Forum postings by Tuesday of week 10 and reply to several of your classmates by the end of week 10.

Week 10: Civics, Citizenship, and Government

Learning Objectives

Identify the key elements of civics, citizenship, and government.

Design lessons that focus on character development.

Evaluate the key elements of citizenship set forth by the NCSS.

Create a model for a class meeting that encourages democracy in the classroom.

Discuss the importance of teaching children about war and peace.

Readings

Week 9

Martorella, et.al – Chapter 8

Wallace – Chapter 5

Conduct a search for your fourth Journal Article Review. Keeping with the theme of this module, look for articles that address the use of cooperative learning strategies in the Social Studies classroom. Notify the instructor of the article you intend to review by the end of week 9.

Assignments

Forum #5 (week 9) – How does the structure of the classroom model the civic ideals and practices of a democracy? How can social studies teachers use this configuration to promote a deeper understanding of democracy. Make your post by the end of week 9.

Submit Journal Article Review #4 by the end of week 10.

Forum #5 (week 10) – Based on information from your journal article selection review the Forum postings made in week 9 and consider how the cooperative learning model can help promote an understanding of the democratic process. Also, consider how other models, such as direct instruction, may negatively impact students' understanding of more dictatorial models of governance. Make initial replies to the Forum postings by Tuesday of week 10 and reply to several of your classmates by the end of week 10.

Week 11: Social concern, geography, and the environment. Global and cultural diversity.

Learning Objectives

Describe models, methods and materials that help students examine their own self concepts and how they

influence their beliefs and attitudes.

Explain the professional issues and guidelines that aid teachers deal with controversy.

Define and describe the discipline of geography.

Discuss the methods and materials that can be used to present lessons on environmental education.

Readings

Week 11

Martorella, et.al – Chapters 9 and 10

Week 12

Wallace – Chapter 7

Assignments

Submit HW#4 – How much freedom do you believe a teacher in the secondary school should have regarding social studies lessons and materials? Provide examples of some areas that might prove contentious and explain how teachers should handle these items. This assignment is due by the end of week 12.

Forum #6 – Explain how geography can be incorporated into the “social studies – all day, every day” curriculum. Post your response into the Forum and comment on two other students postings. Make your initial post by the end of week 11. Over the course of week 12 respond to posts made by your classmates. In your responses, consider how geography influences culture.

Recommended Optional Reading

Recommended Media

Week 12: Social concern, geography, and the environment. Global and cultural diversity.

Learning Objectives

Describe models, methods and materials that help students examine their own self concepts and how they influence their beliefs and attitudes.

Explain the professional issues and guidelines that aid teachers deal with controversy.

Define and describe the discipline of geography.

Discuss the methods and materials that can be used to present lessons on environmental education.

Readings

Week 11

Martorella, et.al – Chapters 9 and 10

Week 12

Wallace – Chapter 7

Assignments

Submit HW#4 – How much freedom do you believe a teacher in the secondary school should have regarding social studies lessons and materials? Provide examples of some areas that might prove contentious and explain how teachers should handle these items. This assignment is due by the end of week 12.

Forum #6 – Explain how geography can be incorporated into the “social studies – all day, every day” curriculum. Post your response into the Forum and comment on two other students postings. Make your initial

post by the end of week 11. Over the course of week 12 respond to posts made by your classmates. In your responses, consider how geography influences culture.

Week 13: Literature in Social Studies instruction Appreciating History

Learning Objectives

Develop criteria for selection of literature in the history and social sciences classroom.

Develop a lesson plan for social studies instruction, using literature as a base.

Discuss how literature can expand a learners understanding of different cultures and help students develop a better understanding of people in history.

Identify and define the types of historical thinking.

Discuss the importance of the study of historical themes.

Discuss the steps in the preparation of a history lesson plan.

Conduct a technology inventory at a school and determine the use of technology in the social studies.

Readings

Week 13

Martorella, et.al – Chapters 11 and 12

Wallace – Chapter 6 and 8

Conduct a search for your fifth Journal Article Review. Keeping with the theme of this module, look for articles that address the use literature in teaching Social Studies classroom. Notify the instructor of the article you intend to review by the end of week 13.

Assignments

Submit HW#5 – What activities and resources (including technology) can be presented to help students develop an understanding of change over time? This assignment is due by the end of week 14.

Forum #7 (week 13) – Identify a metaphor you found in a newspaper or periodical. Then explain how you would try to explain the metaphor to an elementary and secondary student. Make your post by the end of week 13.

Submit Journal Article Review #4 by the end of week 10.

Forum #7 (week 14) – Based on information from your journal article selection review the Forum postings made in week 13 and consider how using literature as a social studies teaching tool can help promote an understanding of abstract concepts such as metaphors. Make initial replies to the Forum postings by Wednesday of week 14 and reply to a few of your classmates by the end of week 14.

Week 14:

Learning Objectives

Develop criteria for selection of literature in the history and social sciences classroom.

Develop a lesson plan for social studies instruction, using literature as a base.

Discuss how literature can expand a learners understanding of different cultures and help students develop a

better understanding of people in history.

Identify and define the types of historical thinking.

Discuss the importance of the study of historical themes.

Discuss the steps in the preparation of a history lesson plan.

Conduct a technology inventory at a school and determine the use of technology in the social studies.

Readings

Week 13

Martorella, et.al – Chapters 11 and 12

Wallace – Chapter 6 and 8

Conduct a search for your fifth Journal Article Review. Keeping with the theme of this module, look for articles that address the use literature in teaching Social Studies classroom. Notify the instructor of the article you intend to review by the end of week 13.

Assignments

Submit HW#5 – What activities and resources (including technology) can be presented to help students develop an understanding of change over time? This assignment is due by the end of week 14.

Forum #7 (week 13) – Identify a metaphor you found in a newspaper or periodical. Then explain how you would try to explain the metaphor to an elementary and secondary student. Make your post by the end of week 13.

Submit Journal Article Review #4 by the end of week 10.

Forum #7 (week 14) – Based on information from your journal article selection review the Forum postings made in week 13 and consider how using literature as a social studies teaching tool can help promote an understanding of abstract concepts such as metaphors. Make initial replies to the Forum postings by Wednesday of week 14 and reply to a few of your classmates by the end of week 14.

Week 15: Social Studies and Other Disciplines

Learning Objectives

Social studies (economics) and other disciplines

Readings

Week 15 - Chapters 13 & 14, Martorella, Beal, Mason Bolick

Week 15 - Chapters 9 & 11, Wallace

Assignments

Forum #8 (week 15)

How can social studies teachers work with teachers in other disciplines to help students acquire an understanding of economics? Make your initial replies by the end of Week 15, and reply to a few of your classmates by the end of Week 16.

Submit Observational Journal by end of Week 15.

Submit Final Project by Thursday of Week 16.

Week 16: Social Studies and Other Disciplines

Learning Objectives

Social studies (economics) and other disciplines

Readings

Week 15 - Chapters 13 & 14, Martorella, Beal, Mason Bolick

Week 15 - Chapters 9 & 11, Wallace

Assignments

Forum #8 (week 15)

How can social studies teachers work with teachers in other disciplines to help students acquire an understanding of economics? Make your initial replies by the end of Week 15, and reply to a few of your classmates by the end of Week 16.

Submit Observational Journal by end of Week 15.

Submit Final Project by Thursday of Week 16.

Evaluation

Grading:

Name	Grade %
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Materials

Book Title: Social Studies : All Day Every Day

Author: Wallace, Melanie

Publication Info: Delmar Learning

ISBN: 9781401881979

Book Title: Teaching Social Studies in Middle and Secondary Schools,6th 13 (custom)- The custom ISBN may have more competitive pricing in hard copy/electronic format. The non-custom ISBN is:0132698102, please use this one to search for the book from other booksellers

Author: Martorella, Peter H.

Publication Info: Pearson

ISBN: 9781269648912

Book Title: If you prefer the electronic format, your required book(s) may be available for purchase from the APUS Bookstore in a VitalSource e-book format

Author:

Publication Info:

Course Textbooks:

Two texts are required for this course.

Martorella, P.H., Beal, C.M., & Mason-Bolick, C. (2008). *Teaching social studies in middle and secondary schools* (5th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

ISBN: 978-0131591813

Wallace, M. (2006). *Social Studies: All day, every day in the early childhood classroom*. Clifton Park, NY: Thomson Delmar Learning.

ISBN: 140188197-1

Recommended Textbook for the degree program:

In addition to the required texts in this course, you are **strongly encouraged** to purchase the

Note: Regardless of your specialty as a pre-service elementary or secondary teacher, both books are required. It is imperative both levels of teaching are familiar with the requirements of the other level.

Course Guidelines

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University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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