

# EDUC672

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## Course Summary

**Course :** EDUC672 **Title :** Integrated Elementary Language Arts and Social Studies

**Length of Course :** 16

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

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## Description

**Course Description:** This course explores the keys to successful integration of language arts into the elementary social studies curriculum. It will enhance understanding and appreciation of social studies content and processes and language arts skills that promote progress toward social education goals. Social studies is integrative by nature (National Council for the Social Studies, 2009). Powerful and purposeful social studies incorporates language arts skills to help young learners use context clues to suggest meaning, decipher maps and charts, and interpret primary and secondary source documents. Knowing innovative ways to integrate language arts into the social studies curriculum is extremely important. A high quality integrative social studies and language arts curriculum brings forth carefully chosen Big Ideas and Essential Understandings with authentic action to promote social understanding and civic efficacy. This course will delineate the integrative nature of elementary social studies and explore the ways in which literature adds depth and breadth. (Prerequisite: EDUC503)

### Course Scope:

This course provides elementary level educators with an overview of the field of social studies, powerful and purposeful social studies teaching and learning, and ways to select and integrate literature into elementary social studies curriculum to develop the students' appreciation and discrimination in reading. Course participants, or candidates, will explore effective practices for teaching powerful and purposeful social studies to young children and incorporating language arts. The goal is to integrate literature as a means of learning across the social studies curriculum. Candidates will identify the most important social studies knowledge, skills and dispositions; evaluate diversity in children's literature; synthesize methods for motivating students to read for enjoyment, information, and communication; and describe and apply high quality integration aspects to the planning process. Best practices, national standards, reform, theory, and current research will be examined.

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## Objectives

In this course, candidates will:

1. Analyze the nature and purpose of contemporary elementary social studies with emphasis on grades K-5 social studies in an age of accountability.

2. Compare the history of social studies instruction to current reform guidelines.
  3. Analyze the continuum of social studies curriculum integration.
  4. Examine how to effectively integrate children's literature into social studies instruction.
  5. Examine how to effectively integrate high quality literature into social studies instruction.
  6. Create authentic learning experiences in social studies.
  7. Apply principles of social studies integration to curriculum design.
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## Outline

### **Week 1: Purposes of social studies; Social studies instruction in an era of standardization and accountability.**

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#### Learning Goal and Objective(s)

Analyze the nature and purpose of contemporary elementary social studies with emphasis on grades K-5 social studies in an age of accountability.

#### Reading(s)

- Johnson , Chapters 1 and 13
- O'Brien, Are We Preparing Young People for 21st -century Citizenship with 20th-century Thinking? A Case for a Virtual Laboratory of Democracy
- Read NCSS Position Statements
- A Vision of Powerful Teaching and Learning in the Social Studies: Building Social Understanding and Civic Efficacy
- Creating Effective Citizens
- Read Fitchett and Heafner, A National Perspective on the Effects of High-Stakes Testing Standardization on Elementary Social Studies Marginalization
- View Effective Citizens video at <http://www.learner.org/libraries/socialstudies/issues/citizens/?pop=yes&pid=1798> (scroll down to the bottom of the page to select)

#### Assignment(s)

##### Forum:

- Introductions
- Forum 1: Elementary Social Studies

### **Week 3: A Fallacy of Ideas: The legacy of curriculum integration in elementary social studies instruction**

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#### Learning Goal and Objective(s)

Describe the history of integration in social studies, with emphasis on the elementary level.

Differentiate early types of integrative curriculum in social studies from current integrative practices used in a high stakes testing environment.

#### Reading(s)

- Skim NCSS Curriculum Standards
- Skim IRA Standards for Reading Professionals
- Read Alleman and Brophy, Is Curriculum Integration a Boon or a Threat to Social Studies?
- Read Johnson, Curriculum Integration: An unnecessary fear?
- Johnson, Chapter 5

#### Assignment(s)

##### Assignment:

- Good Citizen Essay

##### Forum:

- Forum 3: History of Integration

### **Week 2: Reforming the Status Quo: Elementary social studies instruction for the 21st century**

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#### Learning Goal and Objective(s)

Compare the history of social studies instruction to current reform guidelines.

#### Reading(s)

- Duplass, Elementary Social Studies: Trite, Disjointed, and in Need of Reform?
- Wade, Beyond Expanding Horizons: New curriculum directions for elementary social studies
- NCSS Position Statement
- Powerful and Purposeful Teaching and Learning in Elementary School Social Studies
- Wiggins, Overview of UBD and the Design Template
- Johnson, Chapter 3
- View video Making Bread at [http://www.learner.org/libraries/socialstudies/k\\_2/gonzalez/video.html](http://www.learner.org/libraries/socialstudies/k_2/gonzalez/video.html)

#### Assignment(s)

##### Assignment:

- Reflective Response 1

##### Forum:

- Forum 2: Powerful and Purposeful Elementary Social Studies

### **Week 4: The Value of Children's Literature in Social Education**

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#### Learning Goal and Objective(s)

Apply the National Social Studies Curriculum Standards and the Standards for Reading as Professionals as a framework for curriculum design

Analyze the history of children's literature and the value of literature study for elementary level learners.

Examine criteria for evaluating the quality and quantity of literature materials in elementary social studies.

#### Reading(s)

- Read Meyers, Surfing a Wave of Good Books
- Read Lintner, Using Children's Literature to Promote Critical Geographic Awareness in Elementary Classrooms
- Read Moises Stewart, Denied Access: Using African American's children's literature to examine the anatomy of social justice
- Read Virtue, Folktales as a Resource in Social Studies: Possibilities and Pitfalls Using Examples from Denmark

- Johnson, Chapters 10-11

#### Assignment(s)

##### Assignment:

- Reflective Response 2

##### Forum:

- Forum 4: Children's Literature in Social Studies

### **Week 5: The Power and Promise of High Quality, Integrative Social Studies and Literature**

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#### Learning Goal and Objective(s)

Examine high quality, integrative social studies and literature from traditional forms of integration

Analyze the value of high quality, integrative social studies and literature for developing social understanding (including civic efficacy in young learners)

#### Reading(s)

- Read Johnson, BAM! High Quality, Integrative Social Studies Topology
- Read Alleman, Knighton, and Brophy, Social Studies: Incorporating All Children Using Community and Cultural Universals as the Centerpiece
- Johnson, Chapters 2 & 6

#### Assignment(s)

##### Assignment:

- Conference Proposal

##### Forum:

- Forum 5: High Quality Integration vs. Traditional Social Studies

### **Week 6: High Quality, Integrative Social Studies and Literature: A focus on meaningful and values based instruction**

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#### Learning Goal and Objective(s)

Redesign your grade level curriculum to incorporate high quality, integrative social studies and literature, current research, theory, and/or best practices in social studies and language arts.

#### Reading(s)

Redesign your grade level curriculum to incorporate high quality, integrative social studies and literature, current research, theory, and

- Read McBee, Can controversial topics be taught in the early grades? The answer is yes!

- Read Passe, Developing current events awareness in children
- Read Johnson, Caring as Classroom Practice
- Read Barton, A picture's worth: Analyzing historical photographs in the elementary grades
- Johnson, Chapter 4 and Chapter 7 or 8 or best practices in social studies and language arts.

#### Assignment(s)

##### Assignment:

- Reflective Response 3

##### Forum:

- Forum 6: Activities and Assessment Approaches in Social Studies

## **Week 7: High Quality, Integrative Social Studies and Literature: A focus on authentic and challenging instruction**

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### Learning Goal and Objective(s)

Examine high quality, integrative social studies and literature from traditional forms of integration

Redesign your grade level curriculum to incorporate high quality, integrative social studies and literature, current research, theory, and/or best practices in social studies and language arts.

### Reading(s)

- Read, Little Soldier, Making anthropology a part of the elementary social studies curriculum
- Read Grosvenor, The Excitement of Geography
- Read Ekiss, Trapido-Lurie, Phillips & Hinde, The World in Spatial Terms
- Johnson, Chapter 12 & 14

### Assignment(s)

#### Assignment:

- Integrated Curriculum Project

#### Forum:

- Forum 7: The Standardized Era

## **Week 8: Nature and Purpose of Elementary Social Studies Revisited**

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### Learning Goal and Objective(s)

Delineate the nature and purpose of elementary social studies and apply these principles to class discussions and projects.  
and projects.

Redesign your grade level curriculum to incorporate high quality, integrative social studies and literature, current research, theory, and/or best practices in social studies and language arts.

### Reading(s)

- Read Alleman & Brophy, Introducing children to democratic government
- Revisit NCSS Position Statements
- A Vision of Powerful Teaching and Learning in the Social Studies: Building Social Understanding and Civic Efficacy
- Creating Effective Citizens
- Powerful and Purposeful Teaching and Learning in Elementary School Social Studies
- Johnson, Chapter 15

### Assignment(s)

#### Assignment:

- Integrative Social Studies/Literature Position Paper

#### Forum:

- Forum 8: Reflection

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# Evaluation

## Grading:

| Name | Grade % |
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## Materials

**Book Title:** Making Connections in Elementary and Middle School Social Studies, 2nd Ed.

**Author:** 1412968569

**Publication Info:** Sage

**ISBN:** 9781412968560

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## Required Textbooks

Johnson, A. P. (2009). *Making connections in elementary and middle school social studies*. (2nd ed.). Thousand Oaks, CA: Sage

## Required Texts

Duplass, J. A. (2007). Elementary social studies: Trite, disjointed, and in need of reform? *The Social Studies*, 98(4), 137-144.

Fitchett, P. G. & Heafner, T. L. (2010). A national perspective on the effects of high-stakes testing standardization on elementary social studies marginalization. *Theory and Research in Social Education*, 38(1), 114-130.

National Council for the Social Studies. (2009). *Powerful and purposeful teaching and learning in elementary school social studies*. Retrieved from <http://www.socialstudies.org/positions/powerfulandpurposeful>.

National Council for the Social Studies. (2008). *A vision of powerful teaching and learning in social studies: Building social understanding and civic efficacy*. Retrieved from <http://www.socialstudies.org/positions/powerful>

National Council for the Social Studies (2001). *Creating effective citizens*. Retrieved from <http://www.socialstudies.org/positions/effectivecitizens>

If this link does not work, see

<http://www.socialstudies.org/system/files/publications/se/6505/650511.html>

O'Brien, J. (2008). Are we preparing young people for 21st -century citizenship with 20th-

century thinking? A case for a virtual laboratory of democracy. *Contemporary Issues in Technology and Teacher Education* [Online serial], 8(2). Available: <http://www.citejournal.org/vol8/iss2/socialstudies/article2.cfm>

Wade, R. (2002). Beyond expanding horizons: New curriculum directions for elementary social studies. *Elementary School Journal*, 103(2), 115-130.

Wiggins, G. (2005). *Overview of UBD and the design template*. Retrieved from <http://www.grantwiggins.org/documents/UbDQuikvue1005.pdf>

**Recommended Textbook for the degree program:**

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

**Journal Articles located in Sakai classroom**

1. Alleman, J. A. & Brophy, J. (1991). Is curriculum integration a boon or a threat to social studies? *Social Education*, 57(6), 287-91
  
2. 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.
  
3. Barton, K. C. (2001). A picture's worth: Analyzing historical photographs in the elementary grades. *Social Education*, 65(5), 278-283.
  
4. Ekiss, G. O., Trapido-Lurie, B., Phillips, J. & Hinde, E. (2007). The world in spatial terms: Mapmaking and map reading. *Social Studies and the Young Learner*, 20(2), 7-9.
  
5. Grosvenor, G. M. (2007). The excitement of geography. *Social Studies and the Young Learner*, 20(2), 4-6.
  
6. Johnson, C. S. (submitted). Curriculum integration: An unnecessary fear? In W. Russell (ed). *Contemporary social studies: An essential reader*.
  
7. Johnson, C. S. (submitted). BAM! High quality, integrative social studies typology. *Theory and Research in Social Education*.
  
8. Johnson, C. S & Thomas, A. T. (2009). Caring as classroom practice. *Social Studies and the Young Learner*, 22(1), 8-11.
  
9. Lintner, T. (2010). Using children's' literature to promote critical geographic awareness in elementary classrooms. *The Social Studies*, 101(1), 17-21.
  
10. McBee, R. H. (1996). Can controversial topics be taught in the early grades? The answer is yes! *Social Education*, 60(1), 158-162.

11. Meyers, L. E. (2005). Surfing a wave of good books. *Social Studies and the Young Learner*, 16(4), 24-26.
12. Moses Stewart, L. & Marshall, J. (2009). Denied access: Using African American's children literature to examine the anatomy of social justice. *Social Studies and the Young Learner*, 22(1), 27-30.
13. Passe, J. (1988). Developing current events awareness in children. *Social Education*, 52(7), 234-236.
14. Soldier, L. L. (1990). Making anthropology a part of the elementary social studies curriculum. *Social Education*, 54(1), 12-14.
15. Virtue, D. C. (2007). Folktales as a resource in social studies: Possibilities and pitfalls using examples from Denmark. *The Social Studies*, 98(1), 25-27.

### Recommended Readings:

1. Gambrell, L. B. & Marinak, B. A. (2009). "Sometimes I just crave information!" Teaching and learning with informational text. *Social Studies and the Young Learner*, 21(3), 4-5.
2. Krebs, M. & Lear, J. (2009). Service-learning and nonfiction texts: Connections for comprehension. *Social Studies and the Young Learner*, 21(1), 17-20.
3. Meyers, L. E. Holbrook, T., & May, L. A. (2009). Beyond heroes and role models: Using biographies to develop young change agents. *Social Studies and the Young Learner*, 21(3), 10-14.
4. National Council for the Social Studies. (2007). *Social studies in the era of No Child Left Behind*. Retrieved from <http://www.socialstudies.org/positions/nclbera>
5. Nielsen, L.E., Finkelstein, J. M., Schmidt, A. & Duncan, A. (2008). Citizenship education: Engaging children in building community. *Social Studies and the Young Learner*, 21(1), 20-33.

## Websites/Blogs/Other Digital Media

In addition to the required course texts the following public domain Websites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note Web site addresses are subject to change.

### Site Name

### Website URL/Address

National Council for the Social Studies: The official professional organization for social studies professionals P-16.

<http://www.socialstudies.org>

International Reading Association: The official professional organization for reading specialists, literacy, and language professionals P-16.

<http://www.reading.org>

[USGS Multimedia Gallery](#): The [USGS Multimedia Gallery](#) contains large collections of educational videos, animations, podcasts, and image galleries. You can search each collection by topic and or keyword tags. RSS feeds are available for each gallery.

<http://gallery.usgs.gov/>

[The Week in Rap](#): Produced by the same people that produce [Flocabulary](#). Each Friday [The Week In Rap](#) posts a weekly news summary in the form of a rap music video. The videos cover stories from national and international politics as well as sports and entertainment news

<http://theweekinrap.com/>

[Teachers.tv](#) : A UK- based website of videos for teachers and about teaching. Teachers.tv provides hundreds of videos available for free download. On [Teachers.tv](#) there are videos for all grade levels and content areas. [Teachers.tv](#) also has videos about teaching methods and practices.

<http://www.teachers.tv/>

Discovery Channel: The [History Channel](#) and the [Discovery Channel](#) both offer a lot of content similar to and, in some cases, identical to that which is found on their respective television networks.

<http://dsc.discovery.com/>

[History Channel](#): The [History Channel](#) and the [Discovery Channel](#) both offer a lot of content similar to and, in some cases, identical to that which is found on their respective television networks.

<http://www.history.com/>

[Teacher Tube](#): Teacher Tube provides user generated videos for teachers by teachers. Many of the videos on Teacher Tube have teachers sharing lesson plans in action. Some videos on Teacher Tube are simply inspirational. And other <http://www.teachertube.com/> videos don't have teachers or students in them, but contain educational lessons none the less.

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## Course Guidelines

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## University Policies

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