

Department of Teaching & Learning

**Course Title:** Social Studies Content and Standards for K-6 Teachers

**Course Number:** SSE 4312

**Credit Hours:** 2 semester hours

**Contact Hours:** Class meets for a total of 3 contact hours

**Prerequisites/Co-requisites:** None

**Course Logistics:**

* **Terms:** fall, spring, summer
* **Classroom-based course**
* **Class location and time:** Davie, Boca, Jupiter(time not available)

**Instructor:** To be determined

**Office Address/Office Hours:** To be determined

**Phone Number/Email:** To be determined

**TA contact information:** Not applicable

**Catalog Description:**

In-depth review of content required to effectively teach social studies K-6. Emphasizes relevant Florida social studies standards and competencies.

**Course Connection to the College of Education (COE) Conceptual Framework:**

As reflective decision-makers students will make informed decisions, exhibit ethical behavior, and provide evidence of being capable professionals who have mastered the social studies content knowledge necessary to document past, present and emerging societal development, develop lessons plans that demonstrate respect for the developmental characteristics of young people and needs of ESOL students, follow the standards for social studies practice, and demonstrate the capability to teach and respect all young people.

**Required Text/Readings:**

Fritzer, P. & Brewer, E. (2009). *Social studies content for elementary and middle school teachers (2nd ed.).* Boston, MA: Allyn & Bacon.

**Special Course Requirements:**

Students in this course are required to have an active *LiveText* account to track mastery of programs skills, competencies and critical assignments, and to meet program and college accreditation requirements. To receive a passing grade in this course, you must have a *LiveText* account within the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast track course. Students who do not have an active *LiveText* account may have an academic hold placed on their records. For information regarding account activation, please go to the COE website at: <http://coe.fau.edu/livetext>. For information pertaining to financial assistance, please go to <http://www.coe.fau.edu/livetext/livetextfinincialassistane.htm>.

**Supplementary/Recommended Reading:**

Marcus, A., Giggie, J. & Burner, D. (2012). *America firsthand volume 1: Readings from*

*settlement to reconstruction (9th ed.)*. Boston, MA: Bedford/St. Martin’s.

**Standards and Guidelines Used for Developing Course Objectives:**

Florida Teacher Certification Examination Elementary Education K-6 Social Studies

Subject Matter Skills and Competencies (SACS) for Teachers

[http://www.fldoe.org/accountability/assessments/postsecondary- assessment/ftce/tdi/comps-and-skills.html](http://www.fldoe.org/accountability/assessments/postsecondary-%09assessment/ftce/tdi/comps-and-skills.html)

National Council for the Social Studies (NCSS) at: <http://www.socialstudies.org>

Next Generation Sunshine State Standards (NGSS) for Social Studies K-6 <http://www.cpalms.org/Public> (Collaborative Plan Align Learn Motivate Share)

**Course Objectives/Student Learning Outcomes:**

1. **Demonstrate content knowledge and understanding of time, continuity, and change.** **History:**

* Identify and analyze historical events related by cause and effect.

Florida Social Studies Standards K-6:

* SS.4.A. - 3.10, 3.2, 6.4, 7.1
* SS.5.A. - 5.1, 5.7, 5.8, 6.1, 6.5, 6.8 S
* SS.6.W. - 3.12, 3.4, 4.12
* Analyze the sequential nature of historical events using timelines.

Florida Social Studies Standards K-6:

* SS.K.A. - 1.1, SS.K.A.3.1
* SS.1.A. - 3.1, SS.1.A.3.2
* SS.2.A. - 3.1
* SS.4.A. - 9.1
* SS.5.A. - 1.2
* SS.6.W. - 1.1
* Analyze examples of primary and secondary source documents for historical perspective.

Florida Social Studies Standards K-6:

* SS.K.A. - 1.2
* SS.1.A. - 1.1
* SS.2.A. - 1.1
* SS.3.A. - 1.1, 1.2
* SS.4.A. - 1.1
* SS.5.A. - 1.1
* SS.6.W. - 1.3
* Analyze the impacts of cultural contributions and technological developments of Africa, the Americas, Asia (including the Middle East), and Europe.

Florida Social Studies Standards K-6:

* SS.4.A. - 3.5, 4.1, 6.1, 6.2,
* SS.5.A. - 3.1, 4.5, 6.3,
* SS.6.W. - 4.10
* Identify significant historical leaders and events that have influenced Eastern and Western civilizations.

Florida Social Studies Standards K-6:

* SS.4.A. - 3.10, 6.3
* SS.5.A. - 4.3, 5.2, 5.4, 5.6, 6.2
* SS.6.W. - 2.6, 2.8, 3.1, 3.6, 3.8, 4.11
* Determine the causes and consequences of exploration, settlement, and growth on various cultures.

Florida Social Studies Standards K-6:

* SS.2.A. - 2.1
* SS.4.A. - 3.1, 3.2
* SS.5.A. - 3.1, 3.2, 6.4, 6.6
* Interpret the ways individuals and events have influenced economic, social, and political institutions in the world, nation, or state.

Florida Social Studies Standards K-6:

* SS.4.A. - 3.6, 6.1, 6.3, 8.3
* SS.5.A. - 5.3
* SS.6.W. - 2.4, 3.1, 3.10, 3.11, 3.13, 3.8, 4.9
* Analyze immigration and settlement patterns that shaped the history of the United States.

Florida Social Studies Standards K-6:

* SS.2.A. - 2.3, 2.4, 2.6, 2.7, 2.8
* SS.4.A. - 3.3, 3.8, 6.2, 8.2
* SS.5.A. - 3.3, 4.1, 6.9
* SS.6.W. - 2.2
* Identify ways that various cultures contributed to the unique social, cultural, economic, and political features of Florida.

Florida Social Studies Standards K-6:

* SS.1.A. - 2.1
* SS.2.A. - 2.8
* SS.4.A. - 1.2, 2.1, 3.6, 3.7, 4.1, 6.2
* SS.5.A. - 2.1, 2.3, 3.3
* SS.6.W. - 1.6, 3.10
* Identify significant contributions of early and classical civilizations.

Florida Social Studies Standards K-6:

* SS.5.A. - 2.1, 6.2
* SS.6.W. - 2.10, 2.5, 2.6, 2.7, 2.8, 3.10, 3.14, 3.2, 3.5, 3.7, 4.3, 4.5, 4.8

**2. Demonstrate content knowledge and understanding of people, places, and environment.**

**Geography:**

* Identify and apply the six essential elements of geography (the world in spatial terms, places and regions, physical systems, human systems, environment and society, uses of geography). Include the specific terms for each element.

Florida Social Studies Standards K-6:

* SS.6.G. - 6.1
* Analyze and interpret maps and other graphic representations of physical and human systems.

Florida Social Studies Standards K-6:

* SS.K.G. - 1.2, 3.1, 3.2
* SS.1.G. - 1.2, 1.3, 1.4, 1.5,
* SS.2.G. - 1.1, 1.2, 1.3, 1.4
* SS.3.G. - 1.1, 1.2, 1.3, 1.4
* SS.4.G. - 1.2, 1.4
* SS.5.G. - 1.2, 1.4
* SS.6.G. - 1.1, 1.5, 1.7, 4.2, 4.4
* Identify and evaluate tools and technologies (maps, globe, GPS, satellite imagery…) used to acquire, process, and report information from a spatial perspective.

Florida Social Studies Standards K-6:

* SS.K.G. - 1.3
* SS.1.G. - 1.1
* SS.3.G. - 1.4, 1.5,1.6
* SS.5.G. - 1.1, 1.2
* SS.6.G. - 1.2
* Interpret statistics that show how places differ in their human and physical characteristics.

Florida Social Studies Standards K-6:

* SS.3.G. - 2.6
* SS.5.G. - 1.1
* Analyze ways in which people adapt to an environment through the production and use of clothing, food, and shelter.

Florida Social Studies Standards K-6:

* SS.K.G. - 3.3
* SS.1.G. - 1.6
* SS.3.G. - 3.2
* SS.4.G. - 1.3
* SS.5.G. - 3.1
* SS.6.G. - 2.1, 2.3, 2.4, 3.1, 5.3
* Determine the ways tools and technological advances affect the environment.

Florida Social Studies Standards K-6:

* SS.3.G. - 4.4
* SS.6.G. - 2.1
* Identify and analyze physical, cultural, economic, and political reasons for the movement of people in the world, nation, or state.

Florida Social Studies Standards K-6:

* SS.1.G. - 1.6
* SS.3.G. - 2.6, 4.1, 4.2, 4.3
* SS.5.G. - 2.1, 3.1
* SS.6.G. - 1.6, 2.1, 2.4, 2.6, 3.1, 4.1, 5.1
* Evaluate the impact of transportation and communication networks on the economic development in different regions.

Social Studies Standards K-6:

* SS.3.G. - 4.4
* SS.6.G. - 2.4, 2.5, 5.1, 5.2
* Compare and contrast major regions of the world, nation, or state.

Florida Social Studies Standards K-6:

* SS.1.G. - 1.6
* SS.2.A. **-** 2.2
* SS.3.G. - 2.2, 3.1, 4.2, 4.3
* SS.5.A.2.3, 4.2
* SS.6.G. - 6.2
* SS.6.W. - 3.3

**3. Demonstrate content knowledge and understanding of government and the citizen.**

**Government and Civics:**

* Distinguish between the structure, functions, and purposes of federal, state, and local governments.

Florida Social Studies Standards K-6:

* SS.2.C.- 1.1
* SS.3.C. - 1.1, 1.2, 1.3, 3.1, 3.2, 3.3
* SS.4.C. - 1.1, 3.2
* SS.5.C. - 1.1, 3.3
* Compare and contrast the rights and responsibilities of a citizen in the world, nation, state, and community.

Florida Social Studies Standards K-6:

* SS.K.C. - 2.1, 2.2
* SS.1.C. - 2.1, 2.2, 2.3, 2.4
* SS.2.C. - 2.1, 2.2, 2.3, 2.4
* SS.3.C. - 2.1
* SS.4.C. - 2.2, 2.3
* SS.5.C. - 1.3, 2.2, 2.4, 2.5
* Identify and interpret major concepts of the U.S. Constitution and other historical documents.

Florida Social Studies Standards K-6:

* SS.1.C. - 3.2
* SS.2.C. - 2.3, 3.1, 3.2
* SS.3.C. - 1.3, 3.3, 3.4
* SS.5.C. - 1.2, 1.5, 2.3, 3.2, 3.4
* Compare and contrast ways legislative, executive, and judicial branches share powers and responsibility.

Florida Social Studies Standards K-6:

* SS.4.C. - 3.1
* SS.5.C. - 3.1, 3.2
* Identify and analyze the relationships between social, economic, and political rights and the historical documents that secure these rights in the United States.

Florida Social Studies Standards K-6:

* SS.2.C. - 2.5, 3.2
* SS.3.C. - 3.4
* SS.4.C. - 1.1
* SS.5.C. - 1.2, 1.4, 1.5, 2.3, 3.2, 3.5
* SS.6.C. - 2.1
* Identify and analyze the processes of the U.S. legal system.

Florida Social Studies Standards K-6:

* SS.K.C. - 1.1, 1.2
* SS.1.C. - 1.1, 1.2
* SS.2.C. - 1.2
* SS.5.C. - 3.6

**4. Demonstrate content knowledge and understanding of production, distribution, and**

**consumption. Economics:**

* Determine ways that scarcity affects the choices made by governments and individuals.

Florida Social Studies Standards K-6:

* SS.1.E. - 1.6
* SS.2.E. - 1.1
* SS.3.E. - 1.1
* SS.6.E. - 1.3
* Compare and contrast the characteristics and importance of currency.

Florida Social Studies Standards K-6:

* SS.K.E. -1.2
* SS.1.E. - 1.1
* SS.3.E. - 1.2, 1.3, 1.4
* SS.6.E. - 3.1
* Identify and analyze the role of markets from production thru distribution to consumption.

Florida Social Studies Standards K-6:

* SS.K.E. - 1.3
* SS.2.E. - 1.2
* SS.4.E. - 1.2
* SS.5.E. - 1.2, 1.3
* SS.6.E. - 1.1, 3.3
* Identify and analyze factors to consider when making consumer decisions.

Florida Social Studies Standards K-6:

* SS.K.E. - 1.4
* SS.1.E. - 1.5
* SS.2.E. - 1.4
* SS.4.FL. - 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 3.2
* Analyze economic interdependence between nations (trade, finance, movement of labor).

Florida Social Studies Standards K-6:

* SS.2.E. - 1.3
* SS.3.E. - 1.1, 1.3
* SS.5.E. - 1.1, 2.1
* SS.6.E. - 1.3, 3.1, 3.2, 3.4
* Identify human, natural, and capital resources and evaluate how these resources are used in the production of goods and services.

Florida Social Studies Standards K-6:

* SS.K.E. - 1.1
* SS.1.E. - 1.3, 1.4
* SS.4.E. - 1.2,
* SS.5.E. - 1.3
* SS.6.E. - 1.1

**Content Topical Outline:**

|  |  |
| --- | --- |
| **Weeks** | **Topics** |
| **#1** | History (Conflicting Cultures): **SACS:**  **1.2, 1.4, 1.5, 1.7, 1.10**   * Introduction, syllabus, course objectives. * Timelines, early and classical civilizations, contributions of various continents, (world) exploration and growth, (world) individuals and events. * Readings: Fritzer & Brewer, *Social studies content for elementary and middle …* (chap 2, pages 3-22). |
| **#2**  **#2**  **(cont.)** | History (Passage of the Republic): **SACS: 1.1, 1.5, 1.7, 1.8**   * Immigration and settlement, national exploration and growth, individuals and events, cause and effect. * Activity: Requires discussing how declaring independence from the British Empire asked the more pressing question: *Who will rule us at home?* Begin by breaking into groups of four. Each group has the goal of creating a process that will enable its colony to become a state. * Readings: Fritzer & Brewer, *Social studies content for elementary and middle …* (chap 2, pages 23-32). * Online Resources: * 13 Colonies at <https://www.itunes.apple.com/us/app/13-colonies/id688306334?mt=12> * La Florida at <https://www.itunes.apple.com/us/app/la-florida/id655695841?mt=8> * First Colony: Our Spanish Origins at   <https://www.itunes.apple.com/us/app/first-colony-our-spanish-origins/id829826866?mt=8>   * **Content Test: SACS: 1.1, 1.4, 1.5, 1.6, 1.8, 1.9, 2.2, 2.4, 2.5, 2.6, 2.9, 3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 4.1, 4.2, 4.4, 4.5** |
| **#3** | History (Crisis of the Union): **SACS: 1.2, 1.4, 1.5, 1.6, 1.10**   * (National) individuals and events, (national) exploration and growth, cause and effect. * Activity: Distribute slave codes for 5 of the southern slaves states. Break into groups of 4 and decide how to enforce codes at the local level. * Readings: Fritzer & Brewer, *Social studies content for elementary and middle …* (chap 2, pages 32-39). * Online Resources: * Stack the States at <https://www.appolearning.com/android-apps/stack-the-states-/7b13c240-a5a3-11e4-8b07-bc764e05085a> * GeoSeeker USA: Goegraphy Games at <http://www.appolearning.com/android-apps/geoseeker-usa-geography-games/7c35562e-a5a3-11e4-8b07-bc764e05085a> * US Cities Historic Panoramic View at <https://www.appolearning.com/ios-apps/us-cities-historic-panoramic-views/7c355632-a5a3-11e4-8b07-bc764e05085a> * United States Quiz at <https://www.itunes.apple.com/us/app/united-states-quiz/id940386947?mt=12> * State of Confusion at https://www. itunes.apple.com/us/app/state-of-confusion/id918557564?mt=12 |
| **#4** | History (Primary and Secondary Sources): **SACS 1.3**   * Visit the Weiner Collection: Study primary documents and ways scholarly interpretations of them have changed overtime. The Collection includes John Locke’s *The Federalist Papers*, Adam Smith’s *Uncle Tom’s Cabin* and …. |
| **#5** | History (Florida History): **SACS 1.9**   * (State) individuals and events, contributions of various cultures, exploration and growth. * Activity: Create timelines around major eras in Florida. * Online Resources: * Viva Florida at <http://www.vivaflorida.org/> * History of Florida <http://www.archive.org/stream/AShortHistoryOfFlorida_278#page/n0/mode/2up> |
| **#6** | Geography (Six Essential Elements): **SACS: 2.1, 2.2, 2.3, 2.4, 2.6**   * Maps, physical systems, human systems, tools, technologies, and statistics. * Activity: Know your atlas (electronic or hard copy). * Readings: Fritzer & Brewer, *Social studies content …* (chap 3, pages 65-72). * Online Resources The Best World Atlas at <http://www.jan.ucc.nau.edu/~alew/atlas.html> |
| **#7** | Geography (Adaptations): **SACS: 2.5, 2.7, 2.8, 2.9**   * Regions, movement, people, transportation and communication networks. * Activity: Compare continents and regions. * Readings: Fritzer & Brewer, *Social studies content …* (chap 3, pages 72-84). * Online Resource: Latitude and Longitude at <https://www.youtube.com/watch?v=JiA8T-jZwtM> |
| **#8** | Geography (Florida): **SACS: 1.9, 2.9**   * Online Resource: Viva Florida at <http://www.vivaflorida.org/> * **Midterm Examination** |
| **#9** | Government and Civics (Structure, Functions and Purposes): **SACS: 3.1, 3.2, 3.7**   * Federal, state, and local government, rights and responsibilities, U.S. legal system * Activity: Amendment discussion. * Readings: Fritzer & Brewer, *Social studies content …* (chap 5, pages 103, 105, 106-108). * Online Resource: U.S. Courts at [www.USCourts.gov](http://www.USCourts.gov) |
| **#10** | Government and Civics (Checks and Balances): **SACS: 3.4, 3.3, 3.5, 3.6**   * U.S. constitution and constitutional governments; electoral system and process; relationships between social, economic and political rights. * Activity: Failed amendments debate. * Readings: Fritzer & Brewer, *Social studies content …* (chap 5, pages 103, 105-107, 110-111) * Online Resources: The U.S. Constitution at <https://www.appolearning.com/android-apps/us-constitution/4cd5afd1-a5a4-11e4-8b07-bc764e05085a> |
| **#11** | Government and Civics (Florida Governance): **SACS: 1.9, 3.2**   * Viva Florida * Online Resource: Viva Florida at <http://www.vivaflorida.org/> |
| **#12** | Economics (Scarcity): **SACS: 4.1, 4.2, 4.4, 4.6**   * Characteristics of currency; factors to consider in making consumer decisions; human, natural, and capital resources * Guest Speaker: Economics Overview * Activity: Discussion following guest speaker presentation. * Readings: Fritzer & Brewer, *Social studies content …* (chap 4, pages 89-96). |
| **#13** | Economics (Markets): **SACS: 4.3, 4.5**   * Production, distribution, and consumption; economic interdependence between nations. * Activity: Financial literacy. * Readings: Fritzer & Brewer, *Social studies content …* (chap 4, pages 96-100). * Online Resource: The U.S. Mint at <http://usmint.gov/kids> |
| **#14** | * Economics (Florida Economic Trends): **SACS: 1.9** * Online Resources: Viva Florida at <http://www.vivaflorida.org/> |
| **#15** | **Content Test:** **SACS: 1.1, 1.4, 1.5, 1.6, 1.8, 1.9, 2.2, 2.4, 2.5, 2.6, 2.9, 3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 4.1, 4.2, 4.4, 4.5**  **Assignment Due: *Research Paper and Presentation*** |
| **#16** | ***Final Examination*** |

**Teaching Methodologies:**

Cooperative group map and problem solving activities, lecture, guest speaker, discussion, visit to review scholarly documents collection, and individual research.

**Course Evaluation Method (minimum grade of “C” required to pass course):**

* **Midterm Examination (30%).** Includes 50 multiple choice questions that cover the Florida K-6 Subject Area Competencies and Skills (1&2): 1- Knowledge of Time, Continuity, and Change; and 2- Knowledge of People, places and the Environments.
* **Research Paper (30%)**. The purpose of this project is to demonstrate subject matter knowledge by writing an 8-10 page APA style research paper. The research paper should be on a topic that reflects knowledge of a specific event, time period, significant person, group, class, cultural contribution or some other specific focus in at least one social studies content area (history, geography, economics, or civics and government). The paper should include authoritative content references (minimum of five). The topic must be approved by the instructor and selected in consultation with the student, whose argument and views are presented in the third person throughout the paper.
* **Content Post-Test (10%).** Includes25 multiple choice questions that cover the Florida K-6 Subject Area Competencies and Skills. The content test will be used as a pre test (no grade given) and a post test for the course.
* **Final Examination (30%).** Includes 50 multiple choice questions that cover the Florida K-6 Subject Area Competencies and Skills (3&4): 3- Knowledge of Government and the Citizen; and 4- Knowledge of Production, Distribution, and Consumption.

**Course Grading Scale:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *Letter* | *Percent* | *Grade Points* | *Letter* | *Percent* | *Grade Points* |
| A | 95-100 | = 4.0 | C | 75-78 | = 2.0 |
| A- | 92-94 | = 3.67 | C- | 72-74 | = 1.67 |
| B+ | 89-91 | = 3.33 | D+ | 68-71 | = 1.33 |
| B | 85-88 | = 3.00 | D | 65-67 | = 1.00 |
| B- | 82-84 | = 2.67 | D- | 62-64 | = 0.67 |
| C+ | 79-81 | = 2.33 | F | Below 62 | = 0.00 |

**Policy on Makeup Tests, Late Work, and Incompletes:**

Students are expected to attend all of the scheduled University classes and to satisfy all academic objectives as outlined by the instructor. It is the student’s responsibility to make up all work missed during excused absences. In addition, it is the student’s responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work that is missed without any reduction in the student’s final course grade as a direct result an excused absence. Please see **Classroom Etiquette Policy** below for information pertaining to excused absences. The grade of Incomplete (“I”) is reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances.

**Classroom Etiquette Policy: (late arrivals, unexcused absences, electronic devices)**

Final grades may be affected by late arrivals and unexcused absences. Unavoidable absences include: family emergencies, illness, military obligations, and court imposed legal obligations. Students will not be penalized for absences due to participation in University-approved activities, including athletic or scholastic teams, musical and theatrical performances, and debate activities.

These absences must be accompanied by documentation. The instructor reserves the right to approve or disapprove any absence. Reasonable accommodation must also be made for students participating in a religious observance. University policy on electronic devices states: *In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions.*

**Dropping the Course:** If you must drop this course, please complete all necessary forms. Otherwise, the instructor is required to enter a grade of “F” for the course.

**Disability Policy Statement:**

*In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 203 (954-236-1222); or in Jupiter, SR 110 (561-799-8585) —and follow all SAS procedures.*

**Code of Academic Integrity policy statement:**

*Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see the University Code of Academic Integrity at:* [*http://fau.eduregulations/chapter4/4.001\_Code\_of\_Acacemic\_Integrity.pdf*](http://fau.eduregulations/chapter4/4.001_Code_of_Acacemic_Integrity.pdf)*.*

**Use of Student Work:**

All Teacher Education programs undergo periodic reviews by accreditation agencies and the state education department.  For these purposes samples of students’ work are made available to those professionals conducting the review.  Student anonymity is assured under these circumstances.  If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class.  Your cooperation is appreciated

**Please Note: Due to the possibility of the implementation of new, required state standards, the Competency Assessments and rubrics within this course may change during the semester.  If changes are made, you will receive advance notification.**

**Bibliography**

**Books**

Boyle-Baise, M., & Zevin, J. (2013). *Young citizens of the world: Teaching elementary social studies through civic engagement (2nd ed.).* New York, NY: Routledge.

Collins, M. (2008). *Global Citizenship for Young Children.* Thousand Oaks, CA: SAGE Publications Ltd.

Epstein, S. (2014). *Teaching civil literary projects: Student engagement with social problems, grades 4-12.* New York, NY: Teachers College Press.

Ford, L. (2009). *Deliver us from evil: The slavery question in the old south.* Oxford [England]; New York, NY: Oxford University Press.

Gallman, J. (2015). *Defining duty in the civil war: Personal choice, popular culture, and the union home front*. Chapel Hill: The University of North Carolina Press.

Kaye, C. (2010). *The complete guide to service learning: Proven, practical ways to engage students in civil responsibility, academic curriculum and social action (2nd ed.).* Minneapolis, MN: Free Spirit Publishing.

Maier, P. (2011). Ratification: The people debate the constitution, 1878-1788. New York, NY:

Simon & Schuster.

Middleton, R. (2011). Colonial America: A history to 1763. Hoboken, NJ: Wiley-Blackwell.

Sherrod, L. (2010). Handbook of research on civic engagement in youth. Hoboken, NJ: Wiley.

Westheimer, J. (2015). *What kind of citizen? Educating our children for the common good.*

New York, NY: Teachers College Press.

**Internet**

***General Tools & Resources***

Technology Resource database aligned with the Common Core <http://www.appolearning.com>

Best Practices/Research/Lesson Plans <http://www.edutopia.com>

Virtual Classroom <https://www.edmodo.com>

Social Constructivist Platform <https://www.moodle.org>

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**Reports & Standards**

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

**Professional Organization**

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