ELEMENTARY SOCIAL STUDIES: CURRICULAR PROBLEMS
CI 5328-FALL 2015
THURSDAY 6:30-9:20, ED 3038
TEXAS STATE UNIVERSITY DEPARTMENT OF CURRICULUM & INSTRUCTION

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Office Location: ED 3030
Office Hours: Wednesday 9-1, Thursday 4-6pm

COURSE DESCRIPTION AND RATIONALE
The official description of this course states that we will focus on the development and purposes of the social studies curriculum; contributions of the social sciences to the social studies curriculum; relation of the social studies to the total elementary program; curriculum construction, supervision, and evaluation; current issues and trends.

The social studies is one of the most vital curricular undertakings students will encounter in their P-12 schooling experience. Albeit, social studies tends to be marginalized at the elementary level for a multitude of reasons. Beyond an emphasis on reading and math, darlings of the standardized testing movement, one reason for the lack of social studies presence in elementary schools is due to elementary teachers’ varied comfort level with social studies curriculum.

Barton and Levstik (2015) mentioned that “history is controversial”, but much of social studies is controversial as well. Social studies curriculum is not static, but is rather situated around dynamic inquiries that are influenced by perspective, societal changes, and the discovery of new knowledge among other things. Henceforth, being that elementary social studies is not required to be taught in most states, coupled with the dynamic and complex nature of its curriculum, many elementary teachers choose to ignore social studies. In sum, it is easier to teach students “What is 2+2?” and “How do plants grow?” as opposed to “Why does racism exist?”

This course is an opportunity for you to explore the complex nature of the social studies curriculum, and some of the issues that have emerged from its dynamism. We will explore methods and propose pedagogical suggestions that meet the problems of social studies in this course. My ultimate goal however is to help you as preservice and inservice teachers find meaningful opportunities for student-teacher learning within the social studies curriculum.

Big Idea Questions for the Course
1. What issues surround the development and subsequent implementation of social studies curriculum at the elementary level?
2. What are the former and current debates that have shaped social studies curriculum?
3. How do teachers navigate through curricular issues to design meaningful and powerful social studies units for elementary students?
4. How are social studies curriculum and pedagogy interrelated?

Course Goals
By the end of this course, students will:

- Evaluate social studies education research and determine current issues and trends in addition to curricular issues at the elementary level.
- Make judgments about the debates currently influencing social studies curriculum and pedagogy at all levels of education.
- Demonstrate knowledge of current socio-political issues through participation in class discussions, and apply their learned knowledge to the teaching of elementary social studies.
- Analyze social studies state standards for deficiencies in cultural diversity, opportunities for social justice learning, and use the standards to formulate an annual plan for teaching elementary social studies from a social justice framework.
- Develop issues-centered instructional units that address social justice issues in elementary social studies.
- Conduct qualitative research to determine how children perceive a particular social studies concept and the implications of these perceptions for elementary social studies curricular and instructional decisions.

Graduate Coursework Statement
Graduate seminars are discussion-based, and therefore your weekly participation is significant in influencing the direction of the course. In order to participate effectively and enhance your learning experience as well as that of your peers, preparation for the course through a thorough examination of your course readings is key. A major portion of this course is built upon discussion about salient issues, both domestically and globally, that influence the formation of social studies curriculum. Open-mindedness, respect, and genuine interest (listening, critiquing, demonstrating concern, etc.) towards the ideas, opinions, beliefs, and lived experiences of your peers demonstrates the dispositions of establishing a community of teacher learners whose ultimate mission is to improve the educational experiences of K-12 students.

Furthermore, graduate school has an emphasis on research and theory. We will discuss how the research and theory that we read ultimately relates to practice, but it is important as graduate students that you become comfortable with reading research in addition to writing as a researcher.

Dr. Busey’s Conceptual Teaching Framework
Teaching is a scholarly discipline whose art is vital in shaping and transforming the world one student/classroom at a time. In understanding the significant role that teachers play in this world, it is critical that the preparation of teachers reflects the multi-faceted, complex yet rewarding lifetime journey of learning. My mission of supporting and preparing teachers [teacher educators] is built upon three philosophical stances:
1. **Inquiry:** It is imperative that we ask critical questions about society and its influence on/in the classroom. Challenging and questioning assumptions as well as complacency is vital in forming a mutually beneficial relationship between teachers, the curriculum, students, schools, and subsequently the community.

2. **Humanity:** Education is more than a process by which information is exchanged, but it plays a significant role in shaping humanity. Pedagogy, curriculum, and the student are not mutually exclusive; they play an interrelated role in molding thoughts and attitudes. Education is more than information and methods; it is a humanistic process.

3. **Critical Transformation:** Education is a window through which we view, learn, and experience society. We use education to evaluate aspects of society but we also use education as a tool to bring about change in the way that people think, act, and feel towards others as well as institutions.

### Required Texts

<table>
<thead>
<tr>
<th>Title</th>
<th>Author/Editor</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y no se lo tragó la tierra. And the earth did not devour him.</td>
<td>Tomás Rivera.</td>
<td>Houston, TX: Arte Publico Press.</td>
</tr>
<tr>
<td>Texas State University Common Experience Reading Book.</td>
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<tr>
<td>This course requires extensive reading of journal articles and book chapters. They can be located in the resources folder in TRACS or downloaded using Alkek Library’s website.</td>
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<tr>
<td>NCSS Student Membership is strongly encouraged, but is not required. This membership affords you access to the most up-to-date scholarly literature in social studies education, resources, and professional development opportunities.</td>
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### Recommended Journals

| Journal of Social Studies Research                                   | Social Studies and the Young Learner |
| Theory and Research in Social Education                             | Journal of International Social Studies |
| Social Education                                                    | International Journal of Social Education |
| The Social Studies                                                  | Rethinking Schools                   |
| Social Studies Research and Practice                                | Urban Review                         |
| Urban Education                                                     | Urban Education                       |

*Busey Elementary Social Studies Curricular Problems 3*
Course Requirements & Policies

1. Be prepared for class each week. The most significant learning will occur as we meet together to share ideas to make sense of course content. It is important that you have read and thought about the required readings in order to effectively engage in discussion and activities.

2. Late assignments are not accepted without prior (sufficient) notification and approval from the instructor. All assignments are due at the time indicated. Failure to submit assignments in a timely manner will result in a letter grade deduction for each day it is late. In the event that the instructor asks you to submit a revision for an assignment, please note that all revisions will receive reduced point values (a letter grade deduction) to be fair to other class members.

3. All papers should be written in APA format:
   a. double-spaced, 12-point font with one-inch margins around,
   b. in-text citations should follow the (Author, Year) format,
   c. include a separate title page and reference page,
   d. have a running-head with page numbers at the top of each page, and
   e. follow the 6th edition of the APA manual.

   Purdue OWL has a helpful website that will assist you with APA formatting [https://owl.english.purdue.edu/owl/resource/560/1/](https://owl.english.purdue.edu/owl/resource/560/1/).

4. It is important that you check your email regularly for announcements, updates, and assignments.

5. Technology is a valuable addition to classroom instruction; in fact you will need internet access and a laptop/tablet for each class. I encourage you to practice environmentally conscious decision making by using technology to download readings, TEKS, and other course materials. However, please limit your use of technology to course-related concepts. Text messaging, Instagram, Facebook, Snapchat, Kik, Facetime and Twitter are all really cool methods for exchanging information, but please reserve them for your respective social settings and not during class.

6. Attendance Policy- You are expected to arrive to class on time. If you will be absent please notify the professor (in advance if possible).
   a. Excused Absences: Excused absences are only those allowed by the University—religious observance, documented injury or sickness, university sponsored event, required participation in military service, or death in the family.
   b. Unexcused Absences: You are allowed two unexcused absences for the class. Beyond two unexcused absences, grade penalties are as follows:
i. A 3rd unexcused absence will result in your final course grade lowered 1 full letter grade (for example, from an A to a B). Documentation may also be submitted to the department regarding your “Fitness to Teach”.

ii. 4 or more unexcused absences will result in failure for the course.

iii. Please note that leaving class early counts as an absence.

c. You have a ten-minute window to arrive to class. If you arrive to class more than 10 minutes late you will be considered tardy. Two (2) late arrivals are the equivalent of 1 unexcused absence.

NOTE: Because situations may arise that are not covered by the above (i.e., the birth of a child, family medical emergency, etc.) the course instructor and/or other faculty will determine the course of action, giving full consideration to the circumstances, the needs of the student, departmental attendance policy and University policy.

Disability Statement
In accordance with university policy and federal law, all members of the university community are responsible for ensuring that students are not discriminated against because of a disability. To accomplish this goal, reasonable and appropriate academic accommodations may be necessary for qualified students with disabilities. The Office of Disability Services will coordinate with faculty members to facilitate necessary accommodations for students with disabilities.

Academic Honesty & Plagiarism
Preservice teachers are expected to pursue education with a commitment to honesty, a sense of personal honor, and a respect for knowledge and reflection. All writing must be your own and must be meticulously referenced according to APA style. Directions for APA style are available at http://webster.comnnet.edu/apa/apa_index.htm, http://apa.org and many other places on the web. If you wish, you can purchase the Publication Manual of the American Psychological Association published by the American Psychological Association: New York. 2013. Failure to appropriately reference your work often constitutes plagiarism according to Texas States’ “university policy and procedures regarding student cheating and plagiarism,” http://www.txstate.edu/effective/upps-07-10-01.html. Cheating, plagiarism, and other forms of academic dishonesty can be punishable by an “F” on an assignment or an “F” in the entire course and/or puts you at risk of being dismissed from the teacher education program.

Follow the honor code for the course: be conscientious, respectful, and honest. You can access the honor code here http://www.txstate.edu/effective/upps-07-10-01-att1.html.

Inclement Weather
Unfortunately weather in the state of Texas can be unpredictable at times. In the case of inclement weather class maybe canceled and rescheduled for a later date. I always adhere
to university decisions with regards to class cancelations in the event of unsafe weather conditions.

**Writing Center**
Writing can be a difficult academic venture, one that I still struggle with myself. Should you require any assistance with clarity, grammar, syntax, or just want to strengthen your writing, then please use the Texas State University Writing Center as a resource. They also offer graduate student specific consultation. To book an appointment with the writing center you can visit their website [http://www.writingcenter.txstate.edu](http://www.writingcenter.txstate.edu).

**Texas State Multicultural Statement**
Texas State believes that freedom of thought, innovation and creativity are fundamental characteristics of a community of scholars. To promote such a learning environment, the university has a special responsibility to seek diversity, to instill a global perspective in its students, and to nurture sensitivity, tolerance and mutual respect. Discrimination against or harassment of individuals on the basis of race, color, national origin, religion, sex, sexual orientation, age, or disability are inconsistent with the purposes of the university.

**Grades**
Here are a few important notes about grades:

- Grades can only be discussed face to face and not electronically.
- When students are on the borderline between one grade and another, the grade will be determined by the professor’s assessment of student professionalism (attendance, participation, academic honesty, etc.).
- According to your program of study all “professional responsibility and pedagogy courses” (I.E.- this course) must be completed with a grade of “C” or higher. In cases that apply, a grade of *I*- Incomplete or *U*- Unearned Failure maybe assigned.
- If you choose to dispute a grade a 24-hour window applies. You will be asked to use the rubric to self-assess the assignment you are disputing and bring the assignment along with the rubric with you when we meet to discuss the grade.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>330-360</td>
<td>92-100%</td>
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<tr>
<td>B</td>
<td>297-329</td>
<td>83-91%</td>
</tr>
<tr>
<td>C</td>
<td>265-296</td>
<td>74-82%</td>
</tr>
<tr>
<td>D</td>
<td>233-264</td>
<td>65-73%</td>
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<tr>
<td>F</td>
<td>232 and below</td>
<td>64% and below</td>
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### Course Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Total Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation and Participation</td>
<td>Ongoing</td>
<td>20 Points</td>
</tr>
<tr>
<td>Weekly Position Papers</td>
<td>Weekly</td>
<td>40 Points</td>
</tr>
<tr>
<td>Keeping Up With The News</td>
<td>Bi-Weekly</td>
<td>50 Points</td>
</tr>
<tr>
<td>Integrated Social Justice Unit and Presentation OR Practitioner Manuscript</td>
<td>December 3</td>
<td>100 Points</td>
</tr>
<tr>
<td>Social Studies Through a Child’s Eyes</td>
<td>November 19</td>
<td>100 Points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>December 10</td>
<td>50 Points</td>
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<td>360 Points</td>
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### Assignment Descriptions

*Throughout the course we will engage in dialogue related to problems and issues surrounding elementary social studies curriculum. The goal of our course assignments is not to further explicate these problems, but rather offer solutions that seek to minimize or address these problems pragmatically.*

I=Individual Effort, P=Paired Effort
**Preparation and Participation (I)-20 Points**

I ask that as a part of this course you come prepared and participate in class, engage civically in course dialogue, and occasionally bring a story, a historical image, a primary source, etc. to class so that we can discuss practical applications of theory and research. Furthermore, your overall development as a teacher is important to me. A recent New York Times editorial article written by Mark Bauerlein asked, “What’s the Point of a Professor?” ([http://www.nytimes.com/2015/05/10/opinion/sunday/whats-the-point-of-a-professor.html](http://www.nytimes.com/2015/05/10/opinion/sunday/whats-the-point-of-a-professor.html)) I take my role as a professor seriously, and believe I am here as a facilitator of intellectual growth in addition to a personal and professional resource. I would also like for you to participate in the course by meeting with me individually at least once this semester so that we can discuss your progress in the course, your future goals, and overall development as a teacher. This meeting will contribute to at least 10 of your 20 points for preparation and participation.

**Weekly Position Papers (I) 40 Points**

Each week you will respond to a prompt pertaining to your assigned readings and the topic for that class. Your response to each prompt should be 350-500 words and should incorporate nuances from the weekly readings in the form of in-text citations, direct quotes, and/or specific points of agreement/disagreement. If you elect to incorporate direct quotes from a reading into your position paper, then your direct quote cannot exceed 30 words.

Your weekly position papers should adhere to APA formatting requirements and include a cover page. Papers, which must be written using Microsoft Word, are due the evening before class via the “Assignments” tool in TRACS.

There are a total of 11 papers yet you are only required to complete 8 weekly position papers.
Keeping Up with the News (I) 50 Points
Social studies teachers should demonstrate intellectual curiosity and be knowledgeable of current events, politics, and social issues. Journell (2013) stated, “the key to making preservice teachers more politically aware is consistent engagement with political and social issues” (p. 343). This semester you will subscribe to a daily newspaper publication such as the Austin American-Statesman, San Antonio Express, Washington Post, New York Times, Miami Herald, USA Today, LA Times, etc. As you read the newspaper of your choosing, pay attention to issues that are emerging or are of significance.

Every other week you are required to bring at least 2 newspaper clippings to class that you feel represent the most important national/international news stories from your perspective. A one-page paper justifying your selection of these two news stories should accompany your newspaper clippings. In class we will discuss the most common news stories, their relation to the elementary social studies curriculum, relevant standards, and pedagogical implications/possibilities.

Evidence of your subscription must be submitted by the end of Class Session #2. The assignment is due Session 4, Session 6, Session 8, Session 10 and Session 11.
Integrated Social Justice Unit and Presentation (P)

It is commonplace for teacher education courses to culminate with a unit plan assignment, however, it is important to interrogate the purposes of constructing unit plans, often times without context. Albeit, unit plans are crucial in the development of teachers as they help organize curriculum, affect deep understanding among students, and provide curricular cohesion that is logical and manageable (Rogers, 2010).

Think about a social justice issue that you are passionate about and believe is important for young children to learn about in a safe space such as the classroom. You will construct an issues-centered, inquiry-based unit inclusive of ten 30-minute lesson plans. Consider how this issue intersects with other subject areas such as math, science, and English Language Arts, as this unit must be integrated in nature. Your unit plan should include the following items:

- A rationale that explains why you believe this issue is important. Your rationale must be supported by at least two peer-reviewed articles.
- A list of relevant standards for each subject area in addition to an explanation of the interdisciplinary connections between the selected standards.
- A list of essential questions that act as a framework for the unit.
- A list of clear objectives for that unit that connect to the unit assessment and use measurable identifiers from Bloom’s taxonomy.
- A performance based or authentic assessment for the unit inclusive of a rubric.
- A list of resources necessary to execute the unit such as children’s literature, primary/secondary sources, websites, etc. There should be at least a total of ten resources accompanied by a one-sentence explanation of how the resource will be used.
- 10 lessons that adhere to the lesson plan format posted in TRACS. Your lessons should represent varied pedagogical approaches and be culturally responsive.

Lastly, you will prepare a 10-minute presentation of your unit plan. This presentation should not be a PowerPoint presentation, but should incorporate some aspect of technology in addition to an artifact that represents your unit plan. Presentations can include, but are not limited to: a brief demonstration of a lesson, a podcast, a video/short movie [clip] related to the unit plan, or an interactive activity.

Due December 3
Practitioner Manuscript (I/P)
The option of the practitioner manuscript as opposed to the Integrated Social Justice Unit is to provide those students who are considering a future in academia with the opportunity to orient themselves to academic writing that bridges theory and research to practice. Similar to the Integrated Social Justice Unit, you should consider a social justice issue that you are passionate about and believe is important for young children to experience in the classroom. You will write a practitioner manuscript for a journal such as Social Education, Social Studies and the Young Learner, The Social Studies, or Social Studies Research and Practice. These are just sample journals, but there are more for you to consider. Your practitioner manuscript should ultimately advocate for the teaching of a social justice issue in elementary social studies while situating your rationale in a particular canon of scholarship. Lastly, your practitioner manuscript should offer resources for teachers to consider in addition to a lesson plan.

The manuscript must adhere to the specifications of the selected journal in which you choose to submit. These specifications will be turned in along with the manuscript. Lastly, it is expected that this manuscript will be submitted to the journal for consideration for publication after receiving feedback from the professor and making necessary revisions.

Lastly, you will prepare a 10-minute presentation of your manuscript. This presentation should not be a PowerPoint presentation, but should incorporate some aspect of technology in addition to an artifact that represents your manuscript. Presentations can include, but are not limited to: a brief demonstration of a lesson, a podcast, a video/short movie [clip] related to the manuscript, or an interactive activity.

Due December 3
Social Studies Through a Child’s Eyes (I)

Barton (2010, p. 312) stated, “one of the chief obstacles to improving social studies instruction is teachers’ disparaging view of students’ knowledge and understanding,” which is especially true at the elementary level. The purpose of this assignment is to qualitatively ascertain young children’s intellectual capabilities pertaining to geography, history, economics, or civics. Select a topic, person, historical event, or time period that is pertinent to elementary social studies. Ideally your selection is either challenging for you or something that you want to further your pedagogical content knowledge on. Your selection should also point towards a larger/critical issue too.

After making your selection, you will find five images related to the topic, person, historical event or time period. If your selection is historical in nature, then the images should be primary sources. You will interview 3-5 elementary students either individually or in a focus group and use these images along with elicitation techniques (Barton, 2015) to get students talking about the topic, person, historical event, or time period.

You will write the findings from your interviews in the form of an abbreviated research article. Your final write-up should consist of 8-10 pages and address the following:

- **Introduction:** An introduction that outlines (1) your rationale for your selected topic, person, historical event, or time period, and (2) the relation of your selection to elementary social studies.
- **Review of Literature:** A brief review of literature that includes 3-5 peer-reviewed sources outlining what prior social studies scholarship indicates about the larger critical issue your selection points to.
- **Methods:** A detailed explanation of the methodology. This includes (1) the elementary students’ backgrounds, (2) when, where, and how the interviews were conducted—individually or using focus groups, (3) the elicitation techniques used from Barton’s (2015) article, and (4) an explanation as to how you selected each image for the interview[s] and where you found them.
- **Findings:** Here you will explain students’ responses to your elicitation techniques with the images. Suggestions to include in this section are what claims did students make, how did they interpret the images, how did they organize/categorize the images, what factual knowledge did they mention, what personal views did they share, and/or any statements that may have “jumped out” to you.
- **Discussion:** In this section of the paper you should make generalizations based on your findings about elementary students’ intellectual capabilities regarding your selected issue, topic, person, historical event, or time period. Relate your generalizations back to your review of literature by thinking about how your findings either align with prior literature or pose something different from the literature.
- **Implications:** Finally you will discuss what this means for your instructional and curricular decisions related specifically to your selection/issue and overall as an elementary social studies teacher.

*Due November 19*
Final Exam (I)
The final exam for this course is scheduled for Thursday, December 10th, from 5 until 7:30pm. The final exam will be administered via TRACS. You will be expected to demonstrate an understanding of elementary social studies education by responding to prompts and scenarios. The final exam will also require that you reflect on course discussions and your overall learning experience. More information pertaining to the final exam will be provided closer to the final examination date.

References Cited in Syllabus


Course Schedule
*Please note that the course schedule may change due to inclement weather or class cancelations.*

Social Studies Curriculum Development: A Battleground

Session 1. August 27: Purposes of Elementary Social Studies Curriculum: Democratic Citizenship and Social Justice

Readings

Assignments Due

Session 2. September 3: Social Studies Marginalized? Educational Reform and Bifurcation

Readings
Ross, The Social Studies Curriculum, Chapter 1 (pp. 6-9), Chapter 2 (pp. 25-30)

Assignments Due
Weekly Position Paper #1
Keeping Up with the News Subscription Evidence
Session 3. September 10: Social Studies Standards, Textbooks, and the Politicization of Knowledge

Readings
Loewen, *Lies My Teacher Told Me*, Chapter 12
Ross, *The Social Studies Curriculum*, Chapter 2 (pp. 30-38)

Assignments Due
Weekly Position Paper #2

Session 4. September 17: Inquiry and Assessment in the Social Studies: A Solution to Curricular Problems?

Readings

Assignments Due
Keeping Up with the News
Weekly Position Paper #3
Session 5. September 24: Content Integration and Social Studies: Exploring Social Justice Issues Across Content Areas (Guest Lecturers: Dr. Luz Maldonado & Melissa Adams)

Readings

Assignments Due
Weekly Position Paper #4
Bring questions you may have for our guest lecturers.

Problems and Issues Within the Social Studies Curriculum

Session 6. October 1: When –isms clash: Multiculturalism, American Exceptionalism & Patriotism

Readings

Assignments Due
Keeping Up With the News
Weekly Position Paper #5
Session 7. October 8: Social Studies and Heroification

Readings
Loewen, Lies My Teacher Told Me, Chapters 1 & 2

Assignments Due
Social Justice Unit Plan/Practitioner Manuscript Idea
Weekly Position Paper #6

Session 8. October 15: Race and the Social Studies Curriculum

Readings
Ross, The Social Studies Curriculum, Chapter 10 (pp. 203-210)

Assignments Due
Keeping Up with the News
Weekly Position Paper #7
Session 9. October 22: Gender, Gender Norms, and Sexuality and the Social Studies Curriculum

Readings
Ross, The Social Studies Curriculum, Chapter 11

Assignments Due
Images for Social Studies Through a Child’s Eyes
Weekly Position Paper #8

Session 10. October 29: Economics: More Than Wants and Needs

Readings
Lucey, T.A., & Laney, J.D. (2009). This land was made for you and me: Teaching for economic justice in upper elementary and middle school grades. Social Studies, 100(6), 260-272.
Ross, The Social Studies Curriculum, Chapter 15 (313-325)

Assignments Due
Keeping Up with the News
Weekly Position Paper #9
Session 11. November 5: *Immigration and Social Issues* (Guest Lecturer Nancy Gainer & Dr. Jesse Gainer)

**Readings**


Rivera, T. (1987). *...Y no se lo tragó la tierra...And the earth did not devour him.* Houston, TX: Arte Publico Press.

**Assignments Due**

- Keeping Up with the News
- Weekly Position Paper #10


**Readings**

N/A

**Assignments Due**

- Work on your Social Studies Through a Child’s Eyes Paper and Unit Plan/Practitioner Manuscript

Session 13. November 19: *Citizenship and Civic Education: Bringing it All Together*

**Readings**


Ross, *The Social Studies Curriculum*, Chapter 17

**Assignments Due**

- Social Studies Through a Child’s Eyes
- Weekly Position Paper #11

Session 14. November 26: *Holiday Break*

Session 15. December 3: *Presentations*

**Assignments Due**

- Integrated Social Justice Unit/Practitioner Manuscript and Presentation

**Final Exam: December 10th, 2015, 5:00-7:30pm via TRACS**