CHAPTER 1

The Elementary Social Studies Curriculum

In this chapter, we examine the many factors that are transforming the elementary social studies curriculum, including the Common Core State Standards, 21st Century Skills, and new technologies such as ebooks, as well as the more traditional topics of civic goals, national curriculum patterns, and values.

- Civic Goals for the Social Studies
- Curriculum Standards: National and State Standards
- National Curriculum Patterns
- Textbooks and Technologies
- Values

Why is social studies more than maps and globes?

What Are Your Images of the Social Studies?

Welcome to the world of social studies! What do you remember about your elementary social studies program? If any of the following activities seem familiar, jot down on a piece of paper whether the memory is pleasant. Feel free to add other activities that you remember.

Learning about the Pilgrims at Thanksgiving
Going on a field trip to a site where your state's American Indians lived
Answering the questions at the end of a textbook chapter
Writing to foreign consuls and embassies for information about your assigned country
Reenacting pioneer life
Singing patriotic songs
Preparing and serving different ethnic foods
Drawing neighborhood maps
Working on a committee for a group project
Learning about the immigrant groups from which you came
Viewing films
Writing a book report on a famous American
Role-playing a character
Finding new information

Small Group Work 1.1

What Works Best?

This exercise points out that your days as an elementary student years ago are influencing your image of the social studies. Your images act as a filter as you make judgments about what a good social studies program is and what methods should be used to achieve social studies goals. Do you think teachers teach much in the way they were taught? What activities should be curtailed or not receive as much emphasis?

What Are the Goals of Social Studies?

From your examination of images, you can see that teachers have different understandings of what a good social studies program is and what methods should be used to achieve social studies goals. However, almost everyone agrees that the primary purpose, mission, rationale, or main goal of social studies is **civic education**, less frequently called **citizenship education** or **civic competence**. These definitions stress that *all* students need the knowledge, skills, and democratic dispositions to be active and to participate in public life. Civic education means that *all* students must be prepared to interact with the increasing diversity of their communities and the nation, as well as understand the complexity of local, national, and global issues that are shaping the world.

Goals are the broad statements of desired outcomes. Goals are long-term ideals or values that are socially determined. In education, they provide the general guides for the curriculum. Goals come before themes and content standards. Having an end in mind clarifies the purposes of content taught and the methods employed.

There are four major subgoals of civic education.

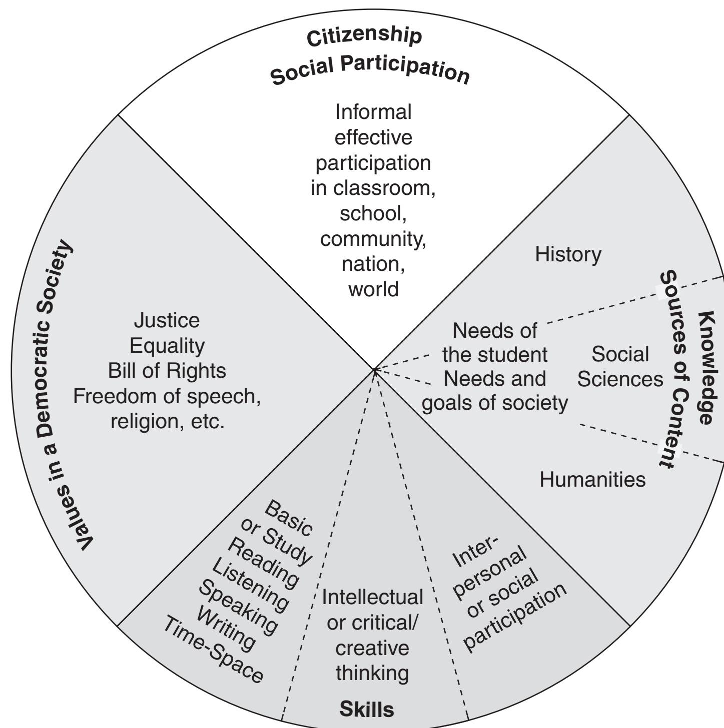
1. To acquire **knowledge** from history, the social sciences, and related areas
2. To develop **skills** to **think** and to process information
3. To develop appropriate democratic **values**, **beliefs**, and **dispositions**
4. To have opportunities for **civic participation**

These four goals are not separate and discrete. Usually they are intertwined and overlapping (see Figure 1.1). You may find in some state standards or frameworks that two goals are combined. Social participation may be regarded as a democratic value or the goal may be stated as "skill attainment and social participation." The knowledge goal can be referred to as "knowledge and cultural understanding" or "democratic understanding and civic values." Values may sometimes be called **civic** values to differentiate them from **personal** values. But regardless of how the goals are combined or written, together they form the basic goals of a social studies program. Although these goals may take several years of student learning, the schools can and should focus their social studies program on these four main social studies goals, realizing that goals are not achieved in one day, one week, or even one year. Goals such as good health and good citizenship are pursued by individuals for decades and in a certain sense are never completely achieved.

As these goals indicate, social studies is about people and, thus, builds on an inherently high interest. Each of us is concerned about self, family, and friends, and social studies is designed to help us understand ourselves and our nearby neighbors, as well as those who live halfway around the world. Creative social studies instruction offers the possibility of humane individuals who incorporate basic American values such as equality, freedom, and respect for property and who are able to put these values into action through effective participation in the classroom, school, community, nation, and the world. Again, this emphasizes the main purpose of the social studies curriculum: civic education.

Frequently, the process of learning has emotional values attached to it. Did you *hate* math in school? Did you *love* music? For example, when students study pollution, they

Figure 1.1 Goals of the Social Studies



usually acquire opinions or attitudes about it. Emotional concerns such as racism in the community can have a striking impact on both subject area and students' skill development. Certain skills such as writing or thinking may be taught in school, but there is no guarantee that students will make use of them. Unless students have a commitment to, a need for, or a willingness to use the skills they have learned, those skills will be of little value either to the students or to society. All this underlines the connections among the four main goals of a social studies education; although we may speak of each one separately, we must not forget their inherent interrelationships.

What Is Social Studies?

Given the importance of social studies for all students, what knowledge and skills should be taught in the elementary schools? What should be the appropriate **content** or defining attributes of social studies? Where does one start since there are thousands of possible social studies topics ranging from ancient civilization to present day energy issues? There are two main approaches: the social studies approach and the single-discipline approach.

The National Council for the Social Studies (NCSS), established in 1921, is the national professional organization of teachers concerned about social studies. The national organization publishes *Social Education* and, for the elementary grades, *Social Studies and the Young Learner.* In addition, NCSS also has many state and regional councils. Most state councils also publish journals and newsletters for their members, in addition to holding annual conferences. NCSS is the major advocate for the teaching of social studies, and along with the state councils tries to influence legislation concerning social studies. Your membership in NCSS and your state or regional council could help your professional development; they would welcome your membership. In 1992, NCSS adopted its integrated definition of the field.

> Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.[1]

In 2010, NCSS (www.ncss.org) revised its older 1994 standards, reaffirming its commitment to an integrated social studies approach drawing content from seven disciplines and three broadly based themes. These revised standards maintained the ten major curriculum themes basic to social studies learning (Table 1.1). These **Ten Themes** are curriculum standards to select content for the K–12 social studies program, while also including four main skills: (1) literacy, (2) critical thinking, (3) learning strategies (decision making, inquiry learning, etc.), (4) personal interaction and civic engagement strategies. In addition, the report contained a sharper focus on purposes, questions for exploration, knowledge, processes, and products. The ten themes stress using **broad, multidisciplinary areas of learning** in teaching social studies, not just a single discipline. However, they are not **content standards** that provide a **detailed**

[1]Task Force of the National Council for the Social Studies, *Expectations of Excellence: Curriculum Standards for Social Studies*, Bulletin 89 (Washington, DC: National Council for the Social Studies, 1994), 3.

Table 1.1 The Ten Themes of the National Curriculum Standards for Social Studies

Seven themes that are based on the major concepts of history and the social sciences:

1. Culture (anthropology)
2. Time, continuity, and change (history)
3. People, places, and environment (geography)
4. Individual development and identity (psychology)
5. Individuals, groups, and institutions (sociology)
6. Power, authority, and governance (political science)
7. Production, distribution, and consumption (economics)

Three themes that are broadly based and include many subject areas:

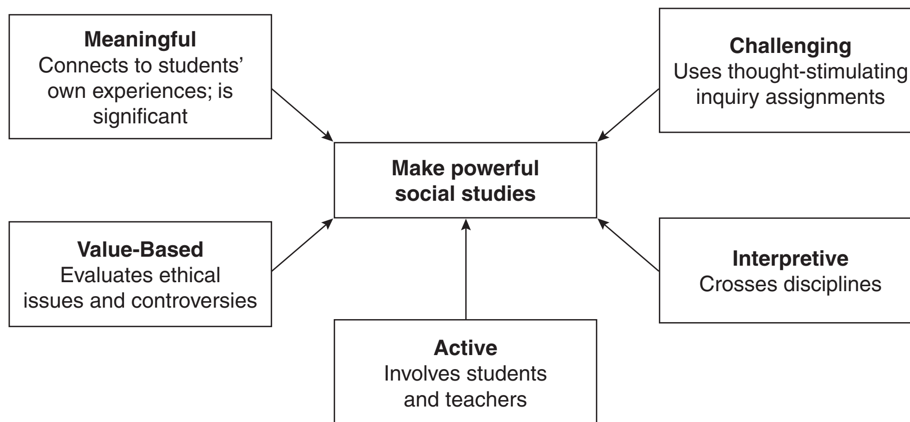
8. Science, technology, and society
9. Global connections
10. Civic ideals and practice

Source: National Curriculum Standards for Social Studies, Bulletin 111 (Washington, DC: National Council for the Social Studies, 2010), 4.

description of content and methodology. As shown in Figure 1.2, NCSS advocates a powerful and meaningful form of social studies teaching and learning.

In contrast to NCSS's social studies integrated approach, the **single-discipline approach** believes that the content focus should be a single discipline such as history in which students will learn both important content in the field and the methods used by scholars (historians in this case) in researching their field of knowledge. The single-discipline approach probably has more supporters in the middle and high schools. There teachers may identify themselves as " I teach history" or "I am an econ teacher" rather than identifying themselves as a social studies teacher.

Figure 1.2 NCSS's Powerful Social Studies Paradigm



What Is in a Name?

In real practice, a considerable overlap exists between the social studies approach and the single-discipline approach. Both models have as their main goal the development of informed, responsible, active citizens. Both approaches emphasize history. Even in the social studies approach, history is typically used as the organizing framework for instruction. Equal time is not given to the other social sciences.

Both approaches advocate that improvement should be made in the teaching of social studies. Therefore, what actually goes on in the classroom is probably more important than the label used. However, this text will generally use the term *social studies* except in specific discussions of subject areas.

Interpreting the Goal of Civic Education

At a general level everyone espouses civic education, but individuals and groups vary on their definition of civic education and what a good citizen does. Robert Barr, a social studies educator, and his colleagues defined the first three main social studies traditions, shown in Table 1.2. Note that all the approaches emphasize the broad goal of citizenship education but differ on how to achieve this goal.

In a more recent analysis of civic education approaches, Westheimer and Kahne[2] outlined three main conceptions of the "good" citizen.

1. personally responsible citizen—more the character education approach
2. participatory citizen—active member of the community
3. justice-oriented citizen—critically assesses structures

Note that each of these conceptions differs on what skills and values students *need* to become good citizens.

Your Choice

You can see now that definitions of social studies content will vary depending on the value system or philosophical orientation of the teacher or curriculum planner. The citizenship-transmission approach tends to emphasize U.S. history and our nation's high ideals and achievements. The social science/history approach uses content from the various social science disciplines and history with a view to understanding the major concepts and the respective methods of research. The reflective-inquiry and social-justice approaches use almost any content as long as it encourages thinking on the part of students. In addition, the social-justice approach emphasizes students taking action. The child-centered approach focuses on personal development. Advocates of global and multicultural education also want their approaches to be considered as major goals of the social studies.

On Your Own 1.1

Compare the Approaches

Which approach or model (see Table 1.2 and consider the other civic education approaches mentioned) do you feel most comfortable with? List the strengths and weaknesses of each approach on a piece of paper. Which approaches are seen most frequently in elementary classrooms?

[2]Joel Westheimer and Joseph Kahne, "Educating the 'Good' Citizen: The Politics of School-Based Civic Education Programs." Paper presented at the Annual Meeting of the American Political Science Association, Boston, MA, 2002.

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Table 1.2 Different Approaches to Civic Education

Approach	Goals of Civic Education
1. Citizenship transmission	Students are taught traditional knowledge and values as a framework for making decisions.
2. Social science/history	Students master social science/history concepts, generalizations, and methods.
3. Reflective inquiry	Students use knowledge and thinking to make decisions and to solve problems.
4. Social justice	Students develop understanding and skills needed to critique and transform society; often a focus on injustice/inequality.
5. Child-centered	Students develop a positive self-concept and a strong sense of personal efficacy.

Source: Robert D. Barr, James L. Barth, and S. Samuel Shermis, *Defining the Social Studies,* Bulletin 51 (Washington, DC: National Council for the Social Studies, 1977). Reprinted with permission of the National Council for the Social Studies.

What Should Be Taught? National Standards and State Standards

For the past thirty years or so, many parents and critics have felt that the public schools are not making the grade in terms of student achievement. They are aware of international reports of the low ranking of U.S. students in science and math literacy, causing them to worry whether our young people will be able to compete in the global economy. In addition, the continued achievement gap between the higher scores of White and Asian American students as compared to African American and Hispanic students is also a great concern.

Responding to the public's demand for reform, the use of **standards**—what teachers are supposed to teach and students are expected to know (**content standards**) and be able to do (**performance standards**)—has been advocated. Standards can help both teachers and students to be clear about their purposes in developing explicit goals for learning. Students can find standards helpful when teachers spell out criteria for high-quality work, explain how the work will be assessed, and give examples of what the work looks like. Students then have a better idea of what to do and how to do it. When goals and expectations are very clear, more students can meet them. Standards also can address the issue of discrepancy in what is actually taught by different teachers. Within the same school and next door to each other in the same grade, teachers can vary tremendously in what content and skills are taught in various subject areas.

From National Social Studies Standards to State Standards

In addition to the NCSS standards published in 1994 (later revised in 2010), organizations in four subject areas—history, geography, civics and economics—also produced standards for their respective fields (see Chapters 5–8 for more discussion). However, in 1994–1995,

a proposed first set of national history standards, funded by the federal government, engendered a fierce national controversy, with critics complaining about anti-European bias and an emphasis on negative aspects of U.S. history (Chapter 5). The political outcry over the proposed national history standards ended any possibility of national consensus on history standards at that time. In addition, concerns about federal control of education shifted the development of standards to the states. Forty-eight states then developed their own social studies standards, often built on a compilation of national standards developed by NCSS and the four subject areas—history, civics, geography, and economics. These state social studies standards varied greatly, with critics finding a majority of state standards faulty in being too broad, too low in expectations, and too poorly written to be really useful to teachers and students.

Changing States' Roles and NCLB

By 2001, both President George W. Bush and Congress were not satisfied with the progress the states had made. State standards were especially failing four subgroups of students: those from low-income families, minority students, English learners (ELs), and students with disabilities. A bipartisan Congress then passed the Elementary and Secondary Education Act (ESEA), the largest reform act in a quarter century. ESEA is commonly known as No Child Left Behind (NCLB), with its commitment to standards-based reform.

Through NCLB, all schools were to be held to high, measurable standards set by the individual states to raise student achievement for all groups. The NCLB Act mandated broad accountability, requiring all states to test children in grades 3–8 in reading, math, and science. Furthermore, schools failing to achieve specific performance targets faced serious sanctions, including providing vouchers to parents for out-of-school programs and eventually replacing the school staff or converting failing schools to charter schools.

This ambitious act required states to establish *their own* annual tests aligned with *their own state standards.* Standards were to be clear, with measurable goals focused on basic skills and essential knowledge. This has resulted in great diversity among state standards and what a given state considers to be proficient students.

Examples of State Social Studies Standards

Let us examine two different states' standards for the second grade—Massachusetts (Table 1.3) and California (Table 1.4)—to illustrate both the similarities and differences between different state standards. Both states' social studies standards received high ratings compared

Table 1.3 Grade Two E Pluribus Unum: From Many One

Second graders study world and United States history, geography, economics, and government by learning more about who Americans are and where they came from. They explore their own family's history and listen to or read of a variety of teacher- or student-selected stories about: distinctive individuals, peoples, achievements, customs, events, places, or landmarks from long ago and around the world. Students learn more economic concepts by identifying producers, consumers, buyers, and sellers in their own communities.

GRADE 2 CONCEPTS AND SKILLS

Students should be able to:
Apply concepts and skills learned in previous grades.

Table 1.3 (Continued)

History and Geography

1. Use a calendar to identify days, weeks, months, years, and seasons. (H)
2. Use correct words and phases related to time (*now, in the past, in the future*), changing historical periods (*other times, other places),* and causation (*because, reasons*). (H)
3. Order events in the student's life (e.g., the year he or she was born, started school, or moved to a new neighborhood) or in the history of countries studied. (H)
4. Describe how maps and globes depict geographical information in different ways. (G)
5. Read globes and maps and follow narrative accounts using them. (G, H)

Civics and Government

6. Define and give examples of some of the rights and responsibilities that students as citizens have in the school (e.g., student have the right to vote in a class election and have the responsibility to follow school rules). (C)
7. Give examples of fictional characters or real people in the school or community who were good leaders and good citizens, and explain the qualities that made them admirable (e.g., honesty, dependability, modesty, trustworthiness, courage). (C)

Economics

8. Give examples of people in the school and community who are both producers and consumers. (E)
9. Explain what buyers and sellers are and give examples of goods and services that are bought and sold in their community. (E)

GRADE 2 LEARNING STANDARDS

Building on knowledge from previous years, students should be able to:

2.1 On a map of the world, locate all of the continents: North America, South America, Europe, Asia, Africa, Australia, and Antarctica. (G)
2.2 Locate the current boundaries of the United States, Canada, and Mexico. (G)
2.3 Locate the oceans of the world: Arctic, Atlantic, Indian, Pacific, and Southern Oceans. (G)
2.4 Locate five major rivers in the world: the Mississippi, Amazon, Volga, Yangtze, and Nile. (G)
2.5 Locate major mountains or mountain ranges in the world such as the Andes, Alps, Himalayas, Mt. Everest, Mt. McKinley, and the Rocky Mountains. (G)
2.6 Explain the difference between a continent and a country and give examples of each. (G)
2.7 On a map of the world, locate the continent, regions, or then the countries from which students, their parents, guardians, grandparents, or other relatives or ancestors came. With the help of family members and the school librarian, describe traditional food, customs, sports and games, and the music of the place they came from. (G, C)
2.8 With the help of the school librarian, give examples of traditions or customs from other countries that can be found in America today. (G, C)
2.9 With the help of the school librarian, identify and describe well-known sites, events, or landmarks in at least three different countries from which students' families come and explain why they are important. (H, G, C)
2.10 After reading or listening to a variety of true stories about individuals recognized for their achievements, describe and compare different ways people have achieved great distinction (e.g., scientific, professional, political, religious, commercial, military, athletic, or artistic). (H)

Source: Massachusetts History and Social Science Curriculum Framework (Malden, MA: Massachusetts Department of Elementary & Secondary Education, 2003), 17–18. Reprinted by permission of the Massachusetts Department of Elementary and Secondary Education.

Table 1.4 California—Grade Two: People Who Make a Difference

2.1 Students differentiate between things that happened long ago and things that happened yesterday. (A History Standard)

1. Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.
2. Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.
3. Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard).

2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments. (A Geography Standard)

1. Locate on a simple letter–number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).
2. Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date.
3. Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip.
4. Compare and contrast basic land use in urban, suburban, and rural environments in California.

2.3 Students explain governmental institutions and practices in the United States and other countries. (A Civics Standard)

1. Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.
2. Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force.

2.4. Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills. (An Economic Standard)

1. Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.
2. Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.
3. Understand how limits on resources affect production and consumption (what to produce and what to consume).

2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride). (An Ethical, Value Standard)

Source: History–Social Science Framework for California Public Schools Kindergarten Through Grade Twelve, Updated Edition (Sacramento, CA: California State Department of Education, 2001), 46–47. Reprinted by permission of the California Department of Education, CDE Press, 1430 N Street, Suite 3705, Sacramento, CA 95814.

to other states, partly due to their clarity and being detailed enough to be useful for implementation by teachers. In the Massachusetts standards, the initial after the standard indicates subject matter, such as H for history, G for geography, C for civics and government, and E for economics.

Small Group Work 1.2

Compare the Two State Standards for Grade Two

What are the similarities? In what area(s) do these similarities occur? What are the differences? What set of standards would probably have the highest interest for students? In terms of necessary teacher background, which set of standards would be easier to teach? Which set of standards has the most coherence—an organizational structure over time and space? Is there a content overload for second graders?

Check the social studies standards and state assessment (if any) of your state. These are usually available on the Internet. Search by using your state's name followed by Department of Education (e.g., Alabama Department of Education) or Department of Public Instruction (e.g., Delaware Department of Public Instruction). In a few cases the title may be different (e.g., Minnesota Department of Children, Families, and Learning).

Although the goals of NCLB were beyond reproach in drawing attention to the wide disparities in student achievement and holding districts responsible for raising achievement for *all* children, mounting opposition arose in the implementation of NCLB. Here were some of the common complaints:

- The curriculum has been narrowed with more time spent only on reading/language arts and math.
- Far too many schools are punished just because one subgroup failed to meet the standards.
- It is unrealistic to expect students with disabilities and ELs to perform up to par.
- There is too much testing and only one big annual test to measure student progress.
- States vary greatly on what they call "proficient" and often have low standards for acceptable student achievement.
- A public label of failure discourages teachers and their students.
- Funds have not been provided for adequate implementation of NCLB provisions.

Race to the Top and Common Core State Standards

By 2009, President Obama's Secretary of Education, Arne Duncan, was well aware of the negatives about NCLB and the need to revise it. Arne Duncan wanted to eliminate the extreme variation in standards across the states, starting with reading and math. He said that having "50 different goal posts is absolutely ridiculous." A major step by President Obama's administration was the competition, the Race to the Top (RttT), using $4.35 billion in stimulus money to cash-strapped states to get them to adopt certain reform ideas. In 2010, forty-six states and the District of Columbia entered the Race to the Top competition. States received more points if their blueprint for a reform agenda met the priorities set forth in Race to the Top: adoption of common core academic standards for their state, aiding lowest-performing schools, expanding charter schools, providing a data system to plot how individual students progress to aid instruction, and the controversial judging of teacher effectiveness based on student test scores.

Common Core State Standards

By 2009, the movement toward common core national standards was aided by the Common Core State Standards Initiative formed by a merger of expert panels of the National Governors Association and the Council of Chief State School Officers. The purpose of their standards is to "help prepare students with the knowledge and skills they need to succeed in college and careers and to be prepared to compete globally." In other words, these two "Cs" standards (college and career-work preparedness) were designed with the idea of where students would end up at the end of the twelfth grade. They included a progression of knowledge of a subject area across grade levels and the application of information in complex and higher-order settings (skills or cognitive strategies).

In June 2010, the Common Core State Standards Initiative (www.corestandards.org) released their standards for English language arts and reading (ELAR) and math for K–12. Common core state science standards are also presently being designed. The aim was fewer, clearer, and higher standards with an additional 15 percent of the content left to each state. The English language arts and reading report also included standards for literacy in history/social studies, grades 6–12, since students need to read, write, speak, listen, and use language effectively in the content areas (more in Chapter 10). The standards of the Common Core State Standards Initiative were called voluntary common standards because the phrase "national standards" raises issues about state and local control and especially the idea that national testing might follow the adoption of national standards.

Assessments of the Common Core State Standards

At least forty-four states made a commitment to these common standards in English language arts and math, often motivated because they wanted to win in the Race to the Top competition. In 2010, two assessment consortia were awarded funds by the U.S. Office of Education to develop assessments for the Common Core State Standards. One is the Partnership for the Assessment of Readiness for College and Careers (PARCC). This is a consortium of twenty-six states, and they are designing yearly assessments for grades 3–8, and at least once in grades 10–12, including English learners and students with disabilities. One feature of their assessment is that students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public two- and four-year postsecondary institutions.

PARCC is considered to be more traditional compared to the other consortium of thirty-one states, Smarter Balance Assessment Consortium (SBAC). Twelve states are members of both consortia. Like PARCC, they are designing assessments for grades 3–8 and grade 11 in English and math. SBAC is focusing on using online testing and giving more feedback, including both teacher and administrator effectiveness. Both groups have set 2015 as the time for their assessments in English language arts and math to be available.

How soon states will be willing to abandon their own familiar state tests to use one of the consortium's assessments is unknown. For many states, the Common Core State Standards compared to their own state standards have a greater emphasis on higher-order cognitive demand. A shift to Common Core State Standards will require many teachers to spend less emphasis on memorization. Critics also worry that a top-down approach to change will not be successful. However, it is recognized that it will be years before these common standards can make their way into the classroom. Textbooks, technologies, and teacher professional development have to be aligned to these new common standards. Only then will some states even consider using the assessments developed by either of the two consortia. Cost analysis may also play a role. Presently, states are paying fees for publishers or organizations such as Education Testing Services to develop their own state standards assessments.

However, getting consensus on national common standards in social studies will be more difficult than in language arts/reading and math. Nevertheless, NCSS along with many other state agencies and organizations are trying to develop common core standards for the social studies (www.socialstudies.org/CommonCore). They want a third C—civic education—along with the other two, college and career. It is thought by many that unless there are national standards in social studies, there may be a continual decline in the amount of time spent on social studies, especially in the primary grades and in schools with low test scores as teachers cut back on subjects that are not tested such as social studies, art, music, and foreign languages.

Status of No Child Left Behind (ESEA)

Even though Republicans gained control of the House of Representatives in 2011, many Republicans backed President Obama's priorities for the reauthorization of the Elementary and Secondary Education Act, which had authorized the No Child Left Behind Act of 2001. Here are some of the Obama administration's education objectives for this reauthorization:

- Maintain the annual testing requirement with reports by race and other categories to ensure that these groups are not overlooked and neglected by school districts
- Judge students and teachers on growth in student achievement over a school year instead of the number of proficient students in each grade (value-added/growth assessment discussed in Chapter 4)
- Vigorous state intervention for failing schools (bottom 5 to 10 percent), majority of schools left alone, top achievement schools could receive rewards or recognition
- All students should graduate from high school prepared for college or a career
- More charter schools, common standards, and teacher incentives such as merit pay

When legislation stalled on revising NCLB in 2011, President Obama proposed that states could ask for a waiver from certain tenets of NCLB if the states agreed to meet a new set of standards. There are three major requirements for this waiver. One, the waiver calls for evaluating teachers and principals based on the results of student test scores. Second, the state must set high achievement standards. Third, the states must develop strategies for the worst performing schools.

Even Higher Standards Needed? 21st Century Skills

While the debate continues on both the national and state levels on what should be done about the schools, a high profile group of education, business, and political leaders believe that just aiming for common core standards is a meager beginning.

TECHNOLOGY

Globalization requires much greater changes for all schools. In their report, the National Center on Education and the Economy, a nonprofit group partly financed by the Bill and Melinda Gates Foundation plus other foundations, urged an even more drastic redesign of the American K–12 public schools to make the nation more competitive globally.[3] For the 21st century, students need to be competent in traditional academic disciplines but also know more about the world, become smarter about new sources of information, and

[3]National Center on Education and the Economy, *Tough Choices or Tough Times: The Report of the New Commission on the Skills of the American Workforce* (San Francisco, CA: Jossey-Bass, 2006).

develop good people skills, as well as being able to think outside the box. Necessary skills include being able to work with small groups as well as being able to work alone with self-management. Thus, there is a key emphasis on critical thinking, analytical ability, technology skills, creativity, collaboration, and communication.

The National Council of the Social Studies joined Partnership for 21st Century Skills or P21 (www.21stcenturyskills.org), the nation's leading organization focusing on infusing 21st Century Skills into the curriculum. Achieving these skills, such as information, media, and technology skills, and life and career skills, requires teachers and schools to shift to greater use of new technology and employ more effective approaches such as cooperative learning, teaching for transfer, project-based learning, and real-world teaching contexts. Check out the Partnership's website for examples of social studies lessons and activities consistent with the philosophy of P21.

TECHNOLOGY

Middle School Reform?

Middle schools are very important. They are the last best chance to get students on track to be able to survive and to graduate from high school. Low achievement scores at the beginning of ninth grade are often a predictor of which students will drop out of high school. There is limited value in talking about 21st century skills if middle schools are in an achievement slump as measured by achievement tests. Part of the problem of middle schools is that concepts in academic areas, especially math, become increasingly difficult and more abstract. American fourth graders' achievement is fine in comparison with international scores, but by the eighth grade they are falling behind, and high school achievement scores continue to plummet drastically. However, American data from multiple sources such as NAEP indicate that American students may be gaining at the pre/primary level in reading and math, holding at the middle school level, but falling behind at the high school level.[4]

This raises the question of whether middle schools are sufficiently focused on academic achievement. Many middle schools throughout the nation are trying to improve achievement by providing all students with topics in algebra and geometry, laboratory-based science, weekly writing in all classes, and extensive reading. Reform ideas for the social studies as well as other subjects include differentiated instruction, looping (where the teacher follows the same group of students through several grades), students being volunteers, service learning, creating safe and secure schools to avoid all forms of bullying, and less impersonal schools to avoid the loss of self-esteem. There are real challenges in reaching middle grade students who, compared with elementary and high school students, are more likely to be bored in school and doubtful about their ability to succeed. Given the challenges, the debate on how to make middle schools academically excellent while being developmentally responsive will likely continue for many years.

What Are the National Curriculum Patterns?

The United States has thousands of local school districts. Although each one is autonomous and can organize a curriculum to suit its own needs and meet state requirements, a national social studies curriculum exists. There are two reasons for this. First is the dominant role

[4]Jackyung Lee, "Tripartite Growth Trajectories of Reading and Math Achievement: Tracking National Academic Progress at Primary, Middle, and High School Levels," *American Educational Research Journal* 47, no. 6 (December 2010), 826.

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that textbooks have had in social studies instruction. In fifth- and eighth-grade classrooms across the nation, you will find in some form U.S. history being taught from books published by only a handful of large companies. About five probably control nearly 90 percent of the textbook market, which ensures a certain similarity in course offerings throughout the nation. Second, most teachers follow guidelines produced by their state. In the past some state standards and frameworks were very broad, requiring only that history, geography, and the social sciences be taught in some manner from kindergarten through twelfth grade. The recent trend with standards-based reform is to provide standards with considerable detail for each or some grades.

State standards and frameworks in turn influence textbook publishers, who want as broad a market as possible. State frameworks of the largest states, particularly California and Texas, help to determine what focus textbooks have. For these interrelated reasons, we see a certain amount of uniformity in elementary social studies programs throughout the nation (Table 1.5).

A careful reading of Table 1.5 reveals some problems in the widely accepted social studies curriculum. Notice first that U.S. history is typically taught at three grade levels. Frequently, these three courses repeat everything from Columbus to the latest crisis with little differentiation of content. This sequence came about when, historically, children first only attended school for a few years, then later most just graduated from elementary school, and now most graduate from high school. It was thought to be important that before leaving school everyone should have a U.S. history course. To avoid this duplication of content, more states are now dividing the emphasis of the chronological periods of U.S. history in the fifth, eighth, and eleventh grades with the fifth grade concentrating on the making of a new nation, the eighth grade focusing more on the Constitution and the 19th century, and the eleventh grade on more recent times.

Table 1.5 Course Offerings/Topics in Social Studies by Grade Level

Grade Level	Course Offerings/Topics
Kindergarten/First Grade	Self, family, school
Second Grade	Neighborhoods
Third Grade	Communities
Fourth Grade	State history, geographic regions
Fifth Grade	U.S. history (often early period), culture, geography
Sixth Grade	World history, geography
Seventh Grade	World history, geography
Eighth Grade	U.S. history, often 19th century
Ninth Grade	Much variation, civics moving to the twelfth grade
Tenth Grade	World history
Eleventh Grade	U.S. history, often 20th century and beyond
Twelfth Grade	U.S. government, economics; elective psychology

Notice this repetition is also true of the world history course, and in particular there is little agreement on content for the sixth and seventh grades. Similar to what is happening in U.S. history, some states are dividing content with ancient civilizations in the sixth grade, medieval and early modern times in the seventh grade, and the modern world in the eleventh grade. Thus, although it appears that the national social studies curriculum patterns have been stable for decades, some states have been gradually making changes.

Too Much Repetition in the Primary Grades?

Similar to the problems of a lack of differentiation of U.S. history and world history, some social studies educators believe that the primary-grade topics are not sufficiently differentiated. The content is thin and redundant—repeating families and communities several times. Too often the textbook content is already known by students or likely to be learned through everyday experiences. Topics are stressed in the first, second, and third grades without new material being introduced or higher levels of thinking being required.

In particular, Janet Alleman and Jere Brophy, in their many publications, call for retaining most of the topics of the traditional elementary social studies curriculum but putting the emphasis on the fundamentals of the human condition[5] called c*ultural universals,* the dimensions of human life that are found in all human cultures, both the past and the present.[6] The focus is on a child's present understanding, and in many cases misunderstandings, of these essential important concepts. For the primary grades (K–3), the following units contain the powerful ideas for the curriculum: food, clothing, and shelter (Book 1); communication, transportation, and family living (Book 2); and childhood, money, and government (Book 3).

This organization of these units not only connects better with students' prior knowledge and experiences but allows these topics to be examined in depth. Thus, the unit on shelter goes beyond just showing photos and video clips on the various types of shelter found throughout the world. Students can examine whether their families own or rent their homes along with the advantages and disadvantages of each. If their parents/guardians own their own home, are children aware that most likely there is a mortgage? Or students can examine how homes and apartments that are being built in their neighborhood take into account the location and climate of the area. As you can see, these activities draw on all of the academic disciplines, such as economics and geography, and avoid the often superficial coverage of the family and the community.

The Holiday Curriculum

But perhaps the heaviest criticism of primary social studies content focuses on the "holiday curriculum." In many schools, holidays such as Thanksgiving, Christmas,

[5]Janet Alleman and Jere Brophy, *Social Studies Excursions, K–3. Book One: Powerful Units on Food, Clothing, and Shelter* (Portsmouth, NH: Heinemann, 2001). Janet Alleman and Jere Brophy, *Social Studies Excursions, K–3. Book Two: Powerful Units on Communication, Transportation, and Family Living* (Portsmouth, NH: Heinemann, 2002). Janet Alleman and Jere Brophy, *Social Studies Excursions, K–3. Book Three: Power Units on Childhood, Money, and Government* (Portsmouth, NH: Heinemann, 2003).

[6]Jere Brophy and Janet Alleman, *Children's Thinking about Cultural Universals* (Mahwah, NJ: Laurence Erlbaum Associates Inc., 2006).

Presidents Day, Valentine's Day, Easter, and Mother's Day dictate what is covered in the primary social studies program. These holidays do offer the opportunity to explain much about our cultural heritage, but reliance on them suggests that many teachers feel more comfortable teaching these topics than ones that require more thoughtful preparation.

The holiday curriculum, however, need not be narrow. Holidays can be used as springboards for teaching about cultural diversity by showing how they are celebrated (or not celebrated) in this country and throughout the world. Too often, the holidays turn into arts and crafts projects. For example, for Thanksgiving, to go beyond pilgrim hats and turkey hands, Christie and Montgomery recommend: a focus on (l) present-day pilgrims, refugees seeking freedom; (2) how Thanksgiving became a national holiday (it was not always a national holiday); (3) diverse celebrations with different kinds of foods and discussions about where the food, languages, and cultural traditions come from; and (4) extending the canned food drive with more depth about who the hungry are.[7] In many cases, though, holiday activities are simply repeated grade after grade, with little attention paid to learning beyond entertainment. Valuable social studies time is wasted. Furthermore, teachers are not always sensitive to the feelings of children from different backgrounds who may be offended or excluded by the holiday focus. In the same manner, children may not understand why particular religious holidays are not mentioned or are celebrated in ways unrelated to their religious meanings. The separation of church and state in the United States means that children may *learn* about different religions but religious beliefs may not be practiced in the classroom.

As you can see, there *is* a national social studies curriculum pattern. But your state's pattern may vary from this model in several ways. Each state generally requires that its own state history be taught at the fourth-grade level. Check on what your state recommends for the sixth- and seventh-grade levels as well. Information about social studies content guidelines can be obtained from your state department of education and the Internet. Your state may also have *legal requirements*—observance of holidays, positive and accurate portrayal of the roles of women and minority groups, or the protection and conservation of the environment—that dictate to some extent what will be taught in the social studies.

Scope and Sequence

Almost all elementary social studies textbooks use what is often called the **expanding communities pattern** or the **expanding horizons** or **widening world scope and sequence model.** All three terms are used interchangeably. **Scope** refers to the list of topics covered in a program. **Sequence** is the order in which these topics are covered. Usually, the two words are used together to indicate what is being taught, whether in the social studies or in any other area of the curriculum.

Scope and sequence issues are important. You need to know when students are ready for certain difficult concepts, such as time or chronology. Most primary students have great difficulty trying to imagine what life was like 2,000 years ago. They may think that we have always had television, airplanes, and cars. The eras designated by B.C. and A.D. pose

[7]Erica M. Christie and Sarah E. Montgomery, "Beyond Pilgrim Hats and Turkey Hands: Using Thanksgiving to Promote Citizenship and Activism," *Social Studies and the Young Learner* 23, no. 1 (September/October 2010), 27–30.

conceptual difficulty for most primary students. Determining at what grade level you might successfully try to teach time concepts is a scope and sequence issue.

The traditional scope and sequence pattern for the elementary grades—the expanding communities—is based on a consideration of the developmental needs of the child. Children usually learn better about real things and life around them than about abstract topics that they cannot see or feel. Therefore, the expanding communities concept begins where children are when they enter school. The focus in the primary grades is first the self, then families, communities, cities, the region, and finally the nation and the world (Figure 1.3).

This pattern of expanding communities made a lot of sense years ago. But now, with computers, mass media, and especially television, children are exposed to events and issues taking place far from their homes. Children also travel more. Primary-grade children are aware of international relationships and domestic crises, wars, terrorism, and pollution problems. They come to school with a greater knowledge of the world and a far wider range of interests than the expanding horizons curriculum envisioned.

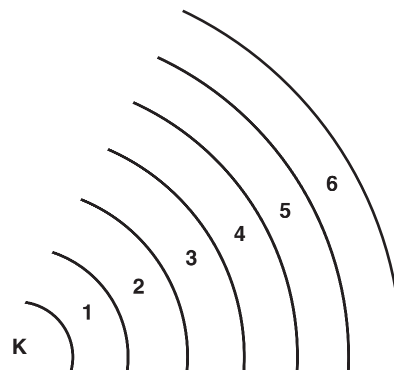
Critics believe that the expanding horizons curriculum does not present an accurate view of the interrelationships among the different communities (e.g., family, local community, state, nation, and world). It may also discourage using current and controversial events that take place outside of the community being studied. For critics, the focus on the here and now can be replaced with other learning experiences if children can connect with the topic through personal experience or interest.

One older alternative pattern is the **spiral curriculum**. In this model, basic concepts and processes from the social sciences such as interdependence or cultural change are taught each year on a higher level of abstraction. For example, first-grade students might learn how families depend on one another for natural resources and manufactured goods. By the fourth grade, they might study the first pioneer families that settled in their state. Care must be taken in using this pattern to ensure that the topics are truly moving to higher levels and not just repeating topics such as "community workers" or "food." The spiral curriculum can be used to support the rationale for repeating U.S. history three times—each time it is taught at a more complex and more meaningful level. The NCSS ten learning themes are also an example of a spiral curriculum.

Figure 1.3 The Expanding Horizons Curriculum

Key:

K Self and Others
1 Families
2 Communities
3 Cities
4 Regions
5 United States and Canada
6 World



Source: Robert D. Barr, James L. Barth, and Samuel Shermis, *Defining the Social Studies,* Bulletin 51. Reprinted with permission of the National Council for the Social Studies.

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Why Are Textbooks and Technology Important?

Social studies textbooks are often the most valuable resource that a teacher has. Critics have complained about the over-reliance on the textbook resulting in a narrow program. Sometimes it has been the teacher's only instructional tool, ignoring the school library/media resource center, computer resources, and community resources such as guest speakers and field trips. In addition, given the wide range of reading abilities within a classroom with the same textbook for every single student, many students have found social studies textbooks far too difficult for them to read and to understand.

Reading the social studies textbook with its core content is probably the most typical and common social studies activity in most classrooms. In addition, many of the social studies activities are textbook driven since publishers may give away a lot of free material—workbooks, tests, and the like—with each purchase of a set of classroom books or sell the materials at a reasonable price. In effect, the textbook with its auxiliary materials becomes the social studies program. And for many busy elementary teachers, the textbook program is a boon for them.

Textbooks have changed. Reflecting the standards and reform movement, elementary social studies textbooks are often organized around big ideas, questions, and concepts. Many states have organized their social studies into four major areas: history, geography, civic education, and economics. Following these standards, the K–3 textbooks may have six major units or sections, with four concentrating on these four disciplines. Usually one section is devoted to geography. Although not using the word *economics*, another section may concentrate on such topics as workers. A third section may be on the past or long ago (history), with a fourth on civic life in the community and in the nation. By the fourth grade on, the concentration is on history. In large states, the state standard may actually be written for each unit/section in the student's textbook to ensure that students are more aware of the purpose as they read.

Textbooks now have more primary and secondary sources embedded in them that allow for more than one perspective as well as more biographies. Social studies textbooks are also colorful, with countless maps, artwork, charts, illustrations, cartoons, and the like. Furthermore, more skill lessons are found inside the textbook. This is especially true for reading, with vocabulary builders and lessons using questions, skills, summaries, and writing to make sure that students truly interact and process the content in multiple ways. There are also links to online resources, often directed to the publisher's site for additional information on topics and issues and online learning centers with additional content, quizzes, and games. Along with a color-coded teacher's edition, there frequently is a CD-ROM or DVD including a lesson planner, every print resource and transparency, editable worksheets, and a calendar. There may be links to streaming videos and smart board capabilities.

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The teacher's edition usually includes detailed lesson plans, questions, discussion topics, informal assessments, suggested activities for the wide range of students, and Internet resources with primary sources including documents, images, maps, and more. Often help for English learners (ELs) is highlighted or a Spanish textbook edition is available. Supplementary material can also include many types of workbooks and test questions for formally testing each grade, with a set of literature books, videos, software for independent reading, games, atlases and various types of maps, and letters to be sent home to parents/guardians explaining each unit along with beginning- and end-of-year letters. Especially for the upper grades, the supplementary material may include an interactive notebook, reproducible lesson masters, and student handouts as well as DVDs.

In addition, large publishers offer a series (often called a *basal series*) of textbooks and related supplementary/auxiliary material from kindergarten through grades 6 or 7. Many

school districts purchase the whole series for many grade levels so that there will be continuity and coherence across the grades. Furthermore, publishers want to get their textbooks adopted in such large states as California and Texas as well as big-city urban districts. This has increased the attention devoted to diversity in all forms—gender, racial, ethnic, and the like.

Time to Switch to eBooks or Digital Textbooks?

More attention is being given by both libraries and teachers on whether to use ebooks or traditional texts. Because of predicted growth of digital readers, libraries are now facing decisions on how to use both their space and funds. Should there be more seating, less shelving, and fewer bound books and materials? How prominent should ebooks be? Presently, teachers, like the library patrons, are firmly divided into two camps: those who like the feel and comfort of a traditional book versus those who prefer using ebooks.

However, our digital-native students may be more willing to use digital textbooks than some of their teachers. Although not all students prefer digital textbooks over traditional texts, the younger generation of digital natives uses computers, Internet, cell phones, video games, and other tools both to learn and to socialize. Technology in many forms is changing the way we acquire and analyze information. Technology can be a pathway to improving learning for students in our informational society. Technology can assist students both to learn faster and to enjoy learning. Nevertheless, teachers still may have to work hard to keep their students focused on reading an ebook in light of the flood of distractions such as texting among young people. In addition, a textbook is still a textbook, regardless of whether it is online or in its traditional format.

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Publishers, especially at the middle and high school levels, are moving more into technology for students in their programs for each grade level and in specific subject areas such as economics. One argument in favor of digital textbooks is that they can support individualization. Struggling readers can highlight, check main ideas, and get in-text key vocabulary definitions and pronunciation support. For English learners, translation or language support may be available such as text-to-audio features. The text-to-audio feature also can be used by struggling readers. After the whole class reads a chapter, assessments can quickly give feedback to the teacher on student comprehension for the whole class or individuals to see if they have mastered the content. This points out what topics may need reinforcement or which students need special help. A social studies digital textbook can also be updated more easily, and this is especially important for economics textbooks. However, unless the digital textbook can truly differentiate the content level, such as of a seventh-grade text to a fourth-grade reading level, the digital textbooks may not be much better than present-day social studies textbooks. The publisher has the capacity to change reading levels, but it is cheaper to use just one text-to-audio feature instead of producing several different reading levels.

Publishers are highlighting technology to promote student learning by teaching more and having the teacher spend less time grading. Among some of these features are:

- Teacher planning—create and deliver assignments easily with selectable end-of-chapter questions and test bank material to assign online
- Grading—automatically score assignments, giving students immediate feedback with correct answers
- Student progress tracking—view scored work immediately and track students' grade reports
- Student study center or enrichment activities—offer students quick access to practice material and additional personalized lesson plans

You, other teachers, and school districts are decision makers. Whether to use ebooks is more of an issue at the middle and high school levels, but it is expected to move down to the upper elementary grades. What is best? The promise of a digital textbook program? Or the print social studies textbook with auxiliaries? One alternative is to coordinate the traditional print textbooks with technology, such having a class blog or communication and collaboration with other classrooms, both far and near. In this way, the teacher hopes to get the best advantages of the two choices. Teachers and districts may also have to weigh carefully what alternative is best for them financially since the school will usually not "own" the digital textbooks but will pay fees each year for the class using the publisher's technology program. Your state may also offer free digital textbooks without all of the publisher's convenient features. Many experts predict heavy usage of digital textbooks in the future. A well-thought-out social studies program with all the auxiliary pieces in place may be easier for teachers to implement in their classrooms and to keep track of student learning.

Small Group Work 1.3

Check Where You Stand

Do you think any changes should be made in what is taught (topics) and when it is taught (specific grade levels)? Should there be a greater emphasis on certain disciplines such as history? Do you think the expanding community pattern is the best way to organize the elementary social studies curriculum?

Should Values and Character Education Be Taught?

Values

The broad values that teachers believe are important for students to learn have not changed in recent years. They include democratic beliefs such as freedom of speech and worship, as well as more personal values such as honesty and courtesy. Most teachers also want students to respect themselves and others, work hard, be responsible, try their best, and not give up. As with different perspectives on teaching civic education, there are also different approaches to teaching **values**, strongly held standards or criteria we use in making judgments about people, places, and things. To teach values, elementary and middle schools may provide **character and moral education** to teach students both to identify and to practice "good values" such as honesty, respect for others, caring, kindness, cooperation with others, and the like. These programs reflect a movement to socialize the nation's youth and to try to correct and to help those who are harming themselves and others. For example, bullying may be the impetus for a character education approach in the schools. Social studies character education may stress civic education with an emphasis on knowledge and willingness to be engaged in civic life.

Schools have always taught values and moral development through textbooks, teachers, and school rules. Values are presented in the way teachers treat students and the way students are allowed to treat teachers and each other. There is a **hidden curriculum** of what is right and wrong, even when questions of right and wrong do not come up directly in the classroom. Every classroom has rules that embody values. "Children should put or store their possessions in certain places in the room." "Raise your hand if you wish to speak." These rules are more than just classroom management techniques. They communicate to children what is required to be good students. These rules teach important lessons about authority, responsibility, caring, respect, punctuality, working in teams, and so on.

Role Model

You may have studied different approaches for teaching values in your psychology class. Regardless of what approach is used for teaching values, everyone agrees that you are a role model (see Classroom Episode on page 23). Your actions in and even out of the classroom are carefully observed by your students. Students make judgments on whether you really like them and whether you are fair. In effect, your behavior shows a "proper" way to act. Thus, a teacher has been described as a moral compass pointing out to students the appropriate direction and the way to act. All values education approaches acknowledge the importance of the teacher as a role model. Everything you do reflects your values.

Different Values Approaches

There are many approaches to values education for the schools (Table 1.6). Indoctrination and value analysis are discussed further in Chapter 6. Presently, multicultural education appears to be receiving more attention, along with global education and its occasional partner, peace education. Some schools, such as charter schools, have defined what values approach

Table 1.6 Approaches to Major Values Education

Approach	Purpose	Method
Indoctrination	Values of students change in desired direction	Variety of methods, selective data provided
Caring (Noddings)	Care for self Care for others	Modeling, dialogue, practice, and confirmation
Moral development (Kohlberg)	Students develop higher set of values	Moral dilemmas, small group discussion, teacher in devil's advocate role
Multicultural education (Banks)	Cross-cultural development; cultural heritage	Variety of methods, experience diversity, reflection, role playing, community inquiry
Global education, peace education	Cross-cultural development by viewing global perspectives; foster attitudes that support world peace	Variety of methods, attention to values, reflective learning, moral dilemmas
Values clarification (Simon et al.)	Students become aware of their own values Students identify values of others	Variety of methods, self-analysis exercises
Social action	Students have opportunities for social action based on their values	Projects in schools and in community
Analysis	Students use logical thinking to decide values issues	Rational discussion, research

Note: Difficulties arise when trying to place certain programs such as substance abuse approaches like the Drug Abuse Resistance Education (D.A.R.E.) program, which stress self-esteem and drug-free behavior. Some would classify these programs as indoctrination, while others would put them in the analysis approach since they may use medical research as a data source. There is a similar problem with many of the character education approaches.

should be used in the whole school. Consensus by all on a whole school approach is probably more effective, although measuring the success of a program is difficult since formal and informal teaching do not always translate to the desired *behavior* of students. But most teachers stress to students respecting self and others, working hard and trying to do our best, and being honest.

Values influence how you teach. Your definition of the social studies, civic education, values education, multicultural education, controversial issues, and the like affect both how you teach and what attention and time you will give to certain topics. Many times we are not aware of how our values are acting upon our decisions.

On Your Own 1.2

Your Value Approach

Of the various approaches found in Table 1.6, which one(s) would you feel most comfortable teaching? How difficult would it be to implement your choice(s)?

Classroom Episode

Cheating by Using the Internet: A Value Question

Ms. Kim Camera, a teacher with a fourth–fifth grade combination class, has successfully taught the unit on Early Explorers and Pioneers for many years. But she has noticed that on student projects and reports there is a growing number of students whose written language is way above their typical level. Ms. Camera thinks they are using whole paragraphs and even articles without getting permission from the source or citing the source. She suspects that the copying is from the Internet, but she has no definite proof. Ms. Camera wants students to cite the sources of their information at all times and thinks copying without permission is a bad habit for students to get into.

Being careful not to accuse any student, Ms. Camera talks privately to each student she suspects of "cheating." Students grudgingly report the following: "Mom helped me." "I don't remember how I got the information." "I forgot to put down where I found the stuff." "The Internet is free and you just use it."

At parent conferences Ms. Camera then speaks to these students' parents about this alleged copying. Ms. Camera is amazed at most of the parents' responses. Most defend their actions with the following sentences. "You should be glad that I am helping Benjamin; I work long hours and I am giving him my time." "Get with it; there is a real world out there and that's the way the Internet works." "Isabella is not buying the information from the Internet so it is OK." "Other teachers do not object and are glad to see better reports." "Our Gina needs special accommodations to do the work you require." "Boys do not write as well as girls and they need the help from the Internet."

Ms. Camera realizes there is a difference between her values and that of parents and their children. She wants to teach the importance of academic honesty. She feels if students understand the fundamentals of academic integrity they will realize that material on the Internet is not exempt from copyright policies. Ms. Camera does not want to encourage "copyright criminals" but wants students to practice responsible use of information. She is unsure what to do next. She is also aware that the principal wants to improve school–family relationships.

What steps do you think Ms. Camera should take? Speak to the principal? Bring the issue up at teacher meetings? Talk more to the students about not copying and needing to cite sources of information? What would you do? Does your opinion change if the teacher has tenure?

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*Ms. Camera knows that there is a standard called **Digital Citizenship**. Maybe she should use one of the many websites to teach students about ethical behavior on the Internet (NetSmartz, i-Safe, NetAlert). Or would it even help if she posted a list of computer rights and responsibilities?*

Summary

- The social studies goals are for students to become informed citizens capable of making wise decisions.
- National and state standards aim for higher student achievement and influence what is taught.
- National curriculum patterns reflect the importance of textbooks and repeating U.S. and world history at several grade levels.
- Growing use of technology and better textbooks/auxiliary material offer the promise of improving student learning.
- Your values influence your teaching as you aim to promote civic values and character education of your students.

Suggested Readings and Websites

Readings

Cuban, Larry. “History of Teaching in Social Studies.” In James P. Shaver, ed., *Handbook of Research on Social Studies Teaching and Learning*, New York: Macmillan, 1991, pp. 197–209.

Summary of history of social studies teaching.

Evans, Ronald W. *The Social Studies Wars: What Should We Teach the Children?* New York: Teachers College Press, 2003.

History of attacks on social studies.

Gilligan, Carol. *In a Different Voice: Psychological Theory*. Cambridge, MA: Harvard University Press, 1982.

Feminist viewpoint.

Kirschenbaum, Howard. *100 Ways to Enhance Values and Morality in Schools and Youth Settings.* Boston: Allyn & Bacon, 1995.

Traditional methods for inculcating and modeling as well as the values clarification approach.

Kohlberg, Lawrence. “Moral Education in the Schools: A Developmental View.” *School Review* 74 (Spring, 1966): 1–30.

Stages of moral development.

Levstik, Linda S., and Tyson, Cynthia A. (eds). *Handbook of Research in Social Studies Education*. Mahwah, NJ: Lawrence Erlbaum, 2008.

Outlines latest research under such themes as Change and Continuity, Civic Competence, Assessment and Accountability, Teaching and Learning in the Disciplines, and Technology.

National Council for the Social Studies. “Fostering Civic Virtue: Character Education in the Social Studies.” *Social Education* 61, no. 4 (April/May 1997): 225–227.

Policy statement on character education.

Noddings, Nel. *The Challenge to Care in Schools.* New York: Teachers College Press, 1992.

Alternative approaches to education organized around the theme of care.

Simon, Sidney B., Howe, Leland W., and Kirschenbaum, Howard. *Values Clarification*. New York: Hart, 1972.

Values clarification approach.

Task Force of the National Council for the Social Studies. *National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment,* NCSS Bulletin 111. Silver Spring, MD: National Council for the Social Studies, 2010.

Revised NCSS standards.

Journals

The three journals of social studies that teachers should become familiar with are *Social Education, Social Studies and the Young Learner*, and *The Social Studies.* In addition, publications such as *Learning* and *Instructor* may have social studies materials. Published three times a year and more focused on the elementary and middle school, the free online journal *Social Studies Research and Practice* (www.socstrp.org) Practical Section has helpful features on trade books, justice, and technology.

Websites

Education Week
www.edweek.org

Weekly stories and features about educational issues.

ERIC
www.eric.ed.gov

ERIC is the world’s largest source of education information with more than one million abstracts of documents and journal articles on education research and practice.

National Council for the Social Studies
www.ncss.org

Site of the most important organization in the field of social studies, the National Council for the Social Studies. Material on its associated groups, conferences, workshops, standards, and resources.

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National Middle School Association
www.nmsa.org
Primary middle school organization.

Public Education Network
www.publiceducation.org
A wide variety of topics about public education.

MyEducationLab™

Go to the MyEducationLab (www.myeducationlab.com) for Elementary Social Studies Methods and familiarize yourself with the following content:

- Topically-organized Assignments and Activities, tied to learning outcomes for the course, that can help you more deeply understand course content
- A chapter-specific pretest that assesses your understanding of the content, offers hints and feedback for each question, and generates a study plan including links to Review, Practice, and Enrichment activities that will enhance your understanding of the concepts. A Study Plan posttest with hints and feedback ensures you understood concepts from the chapter after having completed the enrichment activities.

A Correlation Guide may be downloaded by instructors to show how MyEducationLab content aligns with chapters of this book.

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