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IS SOCIAL STUDIES BEING TAUGHT IN ELEMENTARY SCHOOLS?:
A STUDY OF ONE DISTRICT

by
Katie Sorensen

A thesis submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of
Master of Arts

Department of Teacher Education
Brigham Young University
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BRIGHAM YOUNG UNIVERSITY

GRADUATE COMMITTEE APPROVAL

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As chair of the candidate's graduate committee, I have read the thesis of Katie Sorensen in its final form and have found that (1) its format, citations, and bibliographical style are consistent and acceptable and fulfill university and department style requirements; (2) its illustrative materials including figures, tables, and charts are in place; and (3) the final manuscript is satisfactory to the graduate committee and is ready for submission to the university library.

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ABSTRACT

IS SOCIAL STUDIES BEING TAUGHT IN ELEMENTARY SCHOOLS?:

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Katie Sorensen

Department of Teacher Education

Masters of Arts

The purpose of this study was to determine the status of social studies in elementary classrooms in a local school district. Status was determined by assessing the amount of instructional time that was devoted to social studies, its perceived importance in the curriculum, and challenges associated with teaching social studies. Three research questions were identified in order to examine the status of social studies in Apple School District (pseudonym): (1) To what degree is social studies being taught in the elementary grades one through five? (2) How important is social studies compared to other areas of the curriculum? (3) What do elementary teachers identify to be challenges associated with teaching social studies? Data for this study were gathered through a single distribution of a survey. Teachers of grades one through five from 19 elementary schools participated in this study. Surveys were collected from 351 teachers. Results of this study indicated that social studies was being taught in 98% of the classrooms of teachers

surveyed. A *post hoc* analysis of variance revealed that fifth-grade teachers reported teaching social studies significantly more days per week than first, second, and third-grade teachers. Results also revealed that fourth-grade teachers taught significantly more days per week than second-grade teachers. Participants reported their perception that social studies was less important than literacy, math, and science. Participants also identified challenges to teaching social studies. The three most often mentioned challenges were time constraints, lack of resources and core curriculum issues.

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CHAPTER 1

INTRODUCTION

Statement of the Problem

The implementation of social studies instruction appears to be on the decline in elementary school classrooms across America (Guisbond & Neill, 2005; Pascopella, 2005; Van Fossen, 2005). Current federal mandates emphasizing accountability in the areas of literacy and mathematics have reduced the amount of time once allocated for social studies instruction (Furin, 2003; Manzo, 2005). Lack of consistent, dedicated time for social studies instruction is a concern because social studies has been considered by some to be one of the most valuable subjects in the school curriculum (Brady, 1993; Carr, 1999; Howard, 2003; Palmer, 1989). The social studies curriculum is intended to educate American children about their responsibilities as citizens of a democracy. If the decline in social studies instruction continues, American students may be unprepared to act as responsible “citizens of a global society” (National Council for the Social Studies, 1994, p. vii).

Social studies has played a vital role in American education since the early development of the country. A variety of educators have commented on the significant role that social studies performs in public education. Thomas Jefferson, as cited in Peden (1954), described the importance of social studies, specifically history, in the lives of American students:

History...will enable them to judge of the future; it will avail them of the experience of other times and other nations; it will qualify them as judges of the

actions and designs of men; it will enable them to know ambition under every disguise it may assume; and knowing it to defeat its views.(p. 148)

In the early 1920s a prominent social studies educator, Harold Rugg (1923), further attended to the imperative function that social studies plays in American education:

It is to the curriculum of the social studies that we must look to bring our millions of growing youth into contact with the insistent problems of today. It is through social study that children can be given a complete acquaintance with accepted modes of living. Through it they can be brought to a sympathetic understanding of the conditions and problems of other peoples and how their present difficulties came about. Through participation in community and citizenship activities, children can develop the habit of helping to decide important issues of group life.
(p. 2)

Both Jefferson and Rugg imply that social studies is important because it helps children to understand their own culture through studying the traditions and history of past generations.

More recent descriptions about the role of social studies usually include how social studies can help preserve the democracy. In 1999, Peggy G. Carr, Associate Commissioner for Assessment of the National Center for Education Statistics, described the important responsibility of social studies in the public school curriculum stating, “The strength of America’s constitutional democracy comes largely from the informed, active participation of its citizens” (p. 1). The content of the social studies curriculum is aimed at fulfilling the very goals suggested by Jefferson, Rugg, and Carr.

Social studies has been charged with two responsibilities in order to prepare students to fulfill their roles in a democracy. First, social studies is to create a responsible citizenry, instilling the knowledge and skills necessary for youth to fulfill citizenship obligations, and nurturing a sense of values in a democratic society (National Council for the Social Studies, 1994; Palmer, 1989). Secondly, with the guidance of the social studies curriculum, teachers assist children as they navigate through a complex society by requiring them to study events of the past and examine the problems and solutions that came about as a result (Barth, 1988-89; Brady, 1993). Given such lofty goals social studies is seen as more than a curriculum, it is seen as a way to propagate the American culture.

Though the role and importance of social studies has been well established, school districts across the United States report a loss of social studies instructional time since 2001. Recent research conducted in California, Indiana, Illinois, Maryland, New Mexico, and New York suggests the loss of instructional time dedicated to social studies may be connected to the 2001 *No Child Left Behind* (NCLB) federal legislation (Van Fossen, 2005; von Zastrow & Janc, 2004). *No Child Left Behind* places emphasis on minimum student performance levels in literacy, mathematics, and science. The resulting effect on social studies is reduced instruction time, limited investments in resources, diminished professional development, and reduced support from administration (Burstein, Hutton, & Curtis, 2006).

Social studies instruction is, in fact, on the decline in schools across America. As stated earlier, social studies plays an essential role in preparing American students to

become responsible, participating members of a democratic society. If social studies is marginalized, or even deleted, from the early educational curriculum of our nation's youth, there exists the potential for the demise of democratic citizenship.

Statement of the Purpose

The purpose of this study was to determine the status of social studies in elementary classrooms in the local Apple School District (pseudonym). Status was determined by assessing the amount of time devoted to teaching social studies, its perceived importance in the curriculum, and the challenges associated with teaching social studies.

Research Questions

The questions of this study were:

1. To what degree was social studies being taught in grades one through five in Apple School District?
2. How important was social studies compared to other areas of the curriculum?
3. What did teachers of grades one through five identify to be challenges associated with teaching social studies?

Limitations

There were two specific limitations to this study. First, data collected was self-reported by teacher participants. Self-report data was a limitation because the researcher had no control over how the survey questions were interpreted and responded to.

Participants may have been influenced in their answers to the survey questions by what they perceived the researcher or district wanted to hear. Another limitation of self-report

data was that a participants' attitude and beliefs about a particular subject may have influenced their responses (Gay, 1987). These issues related to self-report data may have impacted the accuracy of the data collected. The second limitation was that the study was focused on a single school district; therefore, the results were not generalizable to a broader population.

CHAPTER 2

LITERATURE REVIEW

The field of social studies is complicated by the fluid nature of both its content and its definition (Barr, Barth, & Shermis, 1978). As a result of its unstable nature, social studies has experienced great change over time. Palmer (1989) suggested that the definition, and therefore the curriculum, has been affected by many societal events including “war, depression, poverty, dictatorship, nationalism, and the clash of ideologies” (p. 61). In *Defining the Social Studies* (1977), a bulletin for the National Council of the Social Studies (NCSS), Barr, Barth, and Shermis stated, “The field of social studies is so caught up in ambiguity, inconsistency, and contradiction, that it represents a complex educational enigma” (p.1). Although the definitions of social studies may be amorphous and difficult to categorize, it is that imprecision that has perpetuated and stimulated growth in social studies.

Barr, Barth, and Shermis (1977) explained that some of the uncertainty and even ambiguity of social studies was credited to the fact that it is a relatively new and evolving subject in school curriculum. They also believed that the large range of topics included in social studies added to the lack of distinction of the field. Howard Mehlinger (Barr, Barth, & Shermis, 1977), a past president of the National Council of the Social Studies, further described the complexity of social studies:

Social studies has an identity crisis. More than most disciplines, social studies has struggled with what it is—or what they are not; for part of its confusion is whether it is one thing or many. Presumably, the consequences of an identity

crisis are that it undermines self-confidence, allows outsiders to impose an identity, and impedes the setting of priorities. While social studies smart under all three of these negative effects to some degree, it has also profited from the lively intellectual debate that the identity crisis has provoked among the social studies disciplines. On balance, who can say whether the field would have been better served if no identity crisis had existed or whether the inability to resolve the primary question—what is social studies—has kept the field alive, flexible, and responsive to changes in society. (p. iii)

As Mehlinger implied, the mutable nature of social studies is what has continued to generate awareness of, and the need for, social studies in school curriculum.

In order to provide the reader with background knowledge that might be helpful to explore past and current social studies practices, this literature review is organized into two sections. The first section, *Social Studies and Citizenship Education*, provides examples of how social studies has been shaped as a result of world and national events. The second section, *Current Issues in the Social Studies*, presents current issues and the impact that these issues have on social studies today.

Social Studies and Citizenship Education

Historically, teaching of social studies was seen as a tool to help diverse populations of students gain an understanding of American culture and society. It was also thought that social studies curriculum would naturally provide study of, and exposure to, democratic values within the American educational system (Cogan 1996-97). As students gained an understanding of their role in an American society they also

needed to understand how they were affected by social issues on a larger scale. World, national, and social issues, past and present, are important to social studies because, as social studies founders believed “the good of the past could not be preserved if citizens were unable to identify, understand, and control the changes that were altering their lives” (Barth, 1988-89, p. 9). Therefore, examples of several major social issues and the effect they had on social studies are described briefly in the following pages.

In the late 1890s and early 1900s one societal issue that had an influence on social studies was the increasing American population as a result of immigration. Large numbers of people were relocating to the United States from non-western countries due to economic struggles, oppression, and a desire to pursue the American Dream. Cities, neighborhoods, and schools experienced unprecedented growth, which created new challenges for the United States. New concerns emerged regarding how to best enculturate new Americans to their democratic government and culture. This was difficult given the diverse nationalities and languages that populated the public school classrooms. Leaders in some school districts reported that their schools were serving students representing twenty-five different nationalities and/or languages (Mirel, 2002).

The organization of social studies as a recognized subject in school curriculum coincided with the rise of immigration in the United States. At this time it was determined that public schools provided the most effective setting for assimilating students into the existing American culture and way of life. To facilitate this assimilation process, the social studies curriculum was used as a tool for teaching citizenship skills,

democracy, political values and American history (Barth, 1988-89; Dougan, 1988-89; Mirel, 2002).

The Great Depression, which began in 1929, was the greatest crisis of American capitalism in history. This naturally resulted in a sharp decrease in immigration and thus a loss of cultural vitality for smaller ethnic communities, which had been established in the United States over the previous few decades (Dougan, 1988-89; Mirel, 2002). High unemployment rates and the United States' inability to feed, house, and clothe many of its citizens due to the Depression caused strict, immigration laws to be enacted. Changes in American laws and society brought about by the Great Depression also caused social studies curriculum to experience change and reform (Dougan, 1988-89).

As the United States recovered from the Great Depression and moved into the 1940s and 1950s, new challenges came to the forefront of society. The involvement of the United States in World War II influenced social studies in several ways. Social studies curriculum was impacted by an increased emphasis on nationalism as a result of the perceived threat of Communism in Europe and widespread societal injustices within the United States, as evidenced by Japanese relocation camps and segregation (Brady, 1993; Crocco, 2003-04; Hepburn, 1990). In order to combat Communism, social studies curriculum focused on instilling a love of democracy in American students. To address the acceptance of the diverse cultural background of the students, curriculum was created that encouraged students to learn about each other on personal levels, participate as groups in community events, and work together in social settings (Hepburn, 1990; Jarolimek, 1981).

In the late 1950s concern that American students were falling behind Russian students academically was clearly on the minds of the American public. On October 4, 1957 the Russians launched Sputnik, the first spacecraft to successfully achieve orbit. The noteworthy application of the Russian's scientific knowledge represented by Sputnik inspired curriculum change across all subjects within the United States' educational system (Greenwald, 1995; Rice, 1992). The reform first impacted mathematics, science, and foreign languages starting in 1958 and finally caused reform in social studies in 1962. Educational reform during this time was focused on researching new methods and materials for instruction, creating effective new methods for writing learning objectives so that specific student performances were generated, and on providing teacher training both at the public school and the university levels. Significant funding was provided for educational research and materials development by private foundations and the federal government. This funding continued through the 1970s and promoted the teaching of social studies through the early 1980s (Fenton, 1967).

In the 1980s social studies curriculum was influenced by the report *A Nation at Risk: The Imperative for Educational Reform* (National Commission on Excellence in Education, 1983). This report was written following an eighteen-month study by a committee of educators appointed by Secretary of Education Terrel Bell in August, 1981. The committee was instructed to examine education in America using five sources: professional papers; parents, teachers, administrators, community leaders; identified concerns in education; letters from concerned citizens; and details about promising new

approaches in education. Upon completion of the research and data collection the committee (National Commission on Excellence in Education, 1983), wrote,

Our nation is at risk. Our once unchallenged preeminence in commerce, industry, science, and technological innovation is being over taken by competitors throughout the world... We report to the American people that while we can take justifiable pride in what our schools and colleges have historically accomplished and contributed to the United States and the well-being of its people, the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people. What was unimaginable a generation ago has begun to occur--others are matching and surpassing our educational attainments. (p. 1)

The committee used the data generated by their research to create a list of suggested recommendations to improve education in America. The first recommendation was to strengthen curriculum content through increased requirements for graduation. This included a recommended three years of social studies. The committee's second recommendation was increased rigor in standards and expectations in college entrance requirements. The third recommendation was increased time spent in schools through a longer school day and a longer school year. The fourth recommendation was to improve teacher preparation and to make teaching a more rewarding and respected profession. The fifth recommendation was that higher responsibility be placed on educational leaders to provide support and stability (National Commission on Excellence in Education, 1983). The recommendations the report prompted served as indicators of a changing trend in

American education, leading to the movement toward national curriculum standards in education (Cogan, 1996-97).

This section discussed social studies from the early 1900s up to the 1990s. During this time period social studies changed in several ways. The social studies continued to evolve in order to help children adapt to the ever-changing society in which they live. The social studies curriculum assisted teachers in addressing current issues that presently affect the lives of American students. Finally this section presented details on how public interest in whether or not students were prepared to participate in our democracy resulted in assessment demonstrating student performance in social studies.

Current Practices in Social Studies

This section of the literature review, which includes the early 1990s to the present, focuses on current issues involving social studies. The first issue addressed is the creation of national standards for social studies. The second issue discussed is American students' performances on national social studies assessments. The third current issue is the impact of federal educational legislation on social studies. Finally this section briefly discusses current research from the field of social studies.

National social studies standards. As a result of emphasis placed on curriculum standards by *A Nation at Risk*, social studies from the mid 1990s to the present was largely influenced through standards created by the National Council for the Social Studies. Standards were introduced and explained in a publication entitled *Expectations for Excellence: Curriculum Standards for Social Studies* (National Council for the Social Studies, 1994). The purpose of the *Expectations for Excellence* was three-fold: to outline

a common set of standards for social studies grades kindergarten through twelve; to guide social studies curriculum that would assess student performance relating to processes, areas of knowledge, and attitudes about social studies; and to provide examples of activities that could be used to steer social studies curriculum (National Council for the Social Studies, 1994, p. ix). These standards, listed below, were to serve as a guide for social studies content (National Council of the Social Studies, 1994).

- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices (p. 15)

These standards, often referred to as guidelines, were not intended to identify mandated results. Instead the standards were meant to serve as a guide for how social studies could be implemented across all grade levels of public education (National Council for the Social Studies, 1994).

Student performance on social studies assessment. Nationally, students' knowledge, skills, and dispositions toward social studies are assessed periodically in

schools across America. The National Center for Education Statistics (NCES) sponsors a social studies assessment administered in the United States to collect data for the Congress of the United States. The data gathered by the assessment is used to write a report for policymakers, parents, teachers, and concerned citizens in order to inform the greater public how well American youth are being prepared to accomplish their citizenship responsibilities.

The National Assessment of Educational Progress (NAEP) was first mandated by Congress in 1969. Its function is to assess American students' knowledge and skills based on pre-determined criteria. The NAEP assesses fourth, eighth, and twelfth-grade students' knowledge of a variety of subjects including mathematics, science, reading, writing, world geography, U.S. history, civics, social studies, and the arts. The *National Assessment of Civics* section of the NAEP assesses social studies knowledge (Carr, 1999). In order to report trends and to provide a comparison, this section of the literature review will focus on the two most recent administrations of the NAEP occurring in 1998 and 2001.

Results of the two most recent NAEP *National Assessment of Civics* were published in 1998 and 2001 (National Center for Education Statistics, 1998; National Center for Education Statistics, 2001). The importance of the students' social studies knowledge, according to the *National Assessment of Civics* section of the NAEP assessment, is revealed in the opening statement from *NAEP 1998 Civics Report Card for the Nation* (National Center for Education Statistics, 1998):

The strength of America’s constitutional democracy comes largely from the informed, active participation of its citizens, whether voting in an election, spending time in jury duty, volunteering for community service, or simply keeping aware of current affairs. Will the next generation of citizens – today’s students – have the knowledge, skills, and interest to fulfill their civic responsibilities? (p. 1)

In order to answer the question of whether today’s student will have the knowledge, skills, and interest necessary to perform the civic responsibilities of an active citizen, the *National Civics Assessment* asked questions that demonstrated student knowledge about “major themes of U.S. history, chronological periods, and ways of knowing and thinking about U.S. history” (National Center for Education Statistics, 2001, p. 16).

Results of the 1998 and 2001 *National Civics Assessment* are similar. The average score for fourth-grade students rose from an average score of 205 in 1998 to a score of 209 on the 2001 assessment. Eighth-grade students also improved from an average score of 259 in 1998 to a score of 262 in 2001. Scores for twelfth-grade students averaged 286 on the 1998 assessment, while scores in 2001 averaged 287, showing no significant change over time. Fourth-grade students improved between the 1998 and the 2001 assessment in several areas. The number of students who scored below average decreased. Another area that fourth-grade students showed improvement was an increase in the number of students who performed above average between the 1998 and the 2001 assessments. Additionally, the 2001 report suggested that fourth-grade students who received more than 180 minutes of social studies instruction per week received a higher

average score than fourth-grade students who received less than 180 minutes of instruction per week (National Center for Education Statistics, 1998; National Center for Education Statistics, 2001; Phillips, 2002).

Although the minimal increase between the 1998 and the 2001 NAEP assessments may be discouraging, the results can serve to highlight strengths in current social studies practices. The 2001 report identified a positive relationship between the amount of instructional time spent on social studies in classrooms and student test scores. The study concluded that each additional hour spent on social studies instruction in the classroom resulted in better student performance in terms of test scores (Carr, 1999; National Center for Education Statistics, 1998; National Center for Education Statistics, 2001; Phillips, 2002).

With only a slight gain in scores between the 1998 and the 2001 NAEP assessments (Carr, 1999; Phillips, 2002), there is concern by some educators with the low overall average scores of U.S. students. Although most fourth-grade students are performing at an average rate, almost 60% of high school seniors failed to show basic knowledge of U.S. history on the 2001 assessment (Gaudelli, 2002; National Center for Education Statistics, 2001). With only marginal gains demonstrated on the assessment over time, Gaudelli (2002) suggested “the picture of U.S. history education is bleak” (p. 197).

Educational legislation and impact on social studies. Recent legislation relating to education is currently an issue considered to be impacting the teaching of social studies in elementary classrooms. In 2001, the federal No Child Left Behind Act (NCLB),

emphasized student learning in the areas of literacy, mathematics, and science.

Accountability for student performance in these areas rests on schools and teachers and is demonstrated through state and district criterion referenced assessment measures. Limited research has been conducted on the effects of the NCLB mandate in the elementary social studies curriculum to date. However, this limited research has concluded that the amount of time spent on social studies in American classrooms is being diminished due to the literacy, mathematics, and science foci of NCLB (Neill & Guisbond, 2003; Pascopella, 2005).

In order to document the use of time in the classroom, the Council for Basic Education conducted a survey in 2004 to assess primary and secondary teachers' use of instructional time (von Zastrow & Janc, 2004). The survey, funded by the Carnegie Corporation of New York, was distributed to more than 1,000 elementary, middle, junior high, and high school principals in Illinois, Maryland, New Mexico, and New York. The survey solicited information from the school principals regarding how their teachers utilized time designated for classroom instruction, what professional development opportunities were available to their teachers, and how many teachers were assigned to teach specific subject areas in each school. The information generated from this survey was reported in *Academic Atrophy: The Condition of the Liberal Arts in America's Public Schools* (von Zastrow & Janc, 2004).

According to this study (von Zastrow & Janc, 2004), curriculum subjects that received the most attention were language arts, mathematics, and science. This was evidenced by the professional development provided for the teachers and the inclusion of

the three subjects on year-end assessments. The study found that although social studies continued to be taught on the secondary level, instructional time for social studies on the elementary level was on a decline. The study also reported that professional development provided for the improvement of social studies instruction was on a decline in elementary schools in several of the states surveyed.

A second study by VanFossen (2005) further supported the claim that social studies instructional time has diminished in some elementary school classrooms as a result of NCLB. In his study VanFossen (2005) surveyed teachers in Indiana to examine, among other things, the amount of time they were spending teaching social studies on average. VanFossen also questioned if social studies was being left out of the school day entirely, or taught in a shorter amount of time than prior to the NCLB legislation. He also wanted to know how teachers made this instructional decision. VanFossen's findings were that nearly two-thirds of all teachers surveyed have decreased the time spent teaching and doing social studies in their classrooms since NCLB was mandated.

In another study Burstein, Hutton, and Curtis (2006) found results similar to those presented by van Zastrow and Janc (2004) and VanFossen (2005). Data was collected from 172 elementary school teachers in one district on a survey instrument. The survey was created to solicit details on the time spent teaching core subjects, what types of strategies teachers use to present social studies instruction, and how teachers determine how they will use the time they have for social studies instruction. The study reported that 50% of the teachers K-5 in the district were spending less than an hour teaching social studies curriculum each week. The participants provided a variety of reasons for

why limited social studies instruction was occurring in their classrooms. The most common reasons reported were: limited instructional time (59%), emphasis on subjects included on year end assessments (42%), perceived lack of priority placed on social studies by school leaders (29%), lack of, or outdated materials completed the list (15%).

Although limited, the research highlighted in this section provides a troubling glance at current social studies practices in a variety of settings across the United States. Findings from the research show: diminished instructional time for social studies in elementary grades, lack of representation of social studies on year-end assessments, decreased support by district and school leadership for social studies, lack of appropriate resources to facilitate social studies instruction in the classroom, and lack of professional development for teachers relating to social studies (Burstein, Hutton, & Curtis, 2006; Van Fossen, 2005; von Zastrow & Janc, 2004). It is strongly suggested in each of these studies that NCLB may be the reason that attention to social studies has been decreased and perhaps even devalued in a variety of settings across the nation.

Although current research was limited regarding time spent on social studies education, the purpose of social studies has not changed. Many of the most respected leaders in education such as Horace Mann, considered to be the father of American education, John Dewey, one the most influential theorists of the past century, and John Goodlad, a prominent contemporary educator, have asserted that the health of the democracy rests with the education of its citizens (Furin, 2003). Social studies is the designated venue within the public school system for the preparation and development of

citizens. In fact, the current definition of social studies states (National Council of the Social Studies, 1994),

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, archeology, 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. (p. 3)

According to this definition the primary purpose of social studies is to develop young citizens and prepare them for their roles in society.

Despite professed value and importance of citizenship preparation (Furin, 2003; Palmer, 1989; Smith, Palmer, & Correia, 1995), a conflicting message is being presented when social studies is the only one of the four core subjects excluded in the performance expectations for which NCLB makes public education accountable (VanFossen, 2005, p. 402). With emphasis and accountability placed on student performance in literacy, mathematics, and science, evidence has been produced that shows that many public school teachers focus their teaching attention and time on those content areas. As a result, instructional time once devoted to social studies has decreased, implying the possible regression of basic social studies knowledge and skills, resulting in decreased

understanding of how to enact the roles and responsibilities of a good citizen in a democratic society (Furin, 2003; Howard, 2003; Manzo, 2005; Pascopella, 2005).

CHAPTER 3

METHODS AND PROCEDURES

The purpose of this study was to determine the status of social studies in elementary classrooms in a local school district. Status was determined by investigating the amount of time devoted to teaching social studies, its perceived importance in the curriculum, and the challenges associated with teaching social studies. This study explored the following questions:

1. To what degree is social studies being taught in the elementary grades?
2. How important is social studies compared to other areas of the curriculum?
3. What do elementary teachers identify to be challenges associated with teaching social studies?

Methods and procedures for conducting the study are discussed in this chapter including the setting, participants, instrument used in the study, procedures for data collection, and data analysis.

Setting

This study was conducted in Apple School District located in the southwestern United States. The student population in Apple School District comes from ten cities and towns of suburban and rural composition. At the time of the study, the total student enrollment in Apple School District was approximately 23,900 students, with roughly 17,500 students in the elementary grades. Approximately 400 licensed teachers served the elementary population in 22 elementary school sites. Eleven of the 22 schools in the Apple School District were federally funded Title I schools. The ethnic background of the

students of Apple School District was predominately Caucasian (93%). A small, but growing, minority enrollment made up the remaining seven percent of the school district population, with five percent being Hispanic students and the remaining two percent being other nationalities and ethnic representations (Utah Data Guide, 2003).

Participants

The participants in this study included elementary school teachers in grades one through five in the Apple District. Questions on the survey used in this study were targeted for teachers who taught all areas of the elementary curriculum and made all the curricular decisions for students assigned to their classrooms. Teachers from three of the 22 elementary schools did not meet the criteria established, therefore, were not asked to participate in the survey. In the remaining 19 elementary schools all first through fifth-grade teachers were asked to participate in the study. Participants from the qualifying schools included 95 first-grade teachers, 92 second-grade teachers, 73 third-grade teachers, 71 fourth-grade teachers, and 65 fifth-grade teachers. The total number of potential participants for this study was 396. Of that number 351 participants (89%) completed the survey instrument distributed by the researcher.

Teacher participation in the study was strictly voluntary. There were no consequences for not participating in the study. If a teacher did not wish to participate in the study, he or she had the option of leaving the faculty meeting where the data was collected before the surveys were distributed, or simply not return the survey to the researcher. This allowed teachers to anonymously choose to participate in the study. Participants were informed in an introduction on the survey instrument that by

submitting the survey they were providing their consent to participate in the study (See Appendix A).

Instrumentation

The development of the survey instrument was guided by several sources. Suggestions presented by Gall, Gall, and Borg (2003) were considered to in order to help make the survey straightforward for the participants. The survey included short questions, used simple language, avoided ambiguous language, and placed questions that may have been the most difficult for participants to answer near the end of the survey. Additionally, the guidance of Dr. Richard Sudweeks, a professor in the Department of Instructional Psychology and Technology at Brigham Young University was requested. Dr. Sudweeks has extensive experience with collecting and analyzing data. He previewed the instrument to make sure the survey questions would not be confusing to participants and that the data collected through the survey questions would provide the data needed to answer the proposed research questions.

The survey was piloted by a group of five teachers in a neighboring district that has similar demographic composition to Apple School District (Gall, Gall, & Borg, 2003). The pilot of the survey took place during the month of February, 2006. The completed survey was refined according to suggestions of the pilot and then submitted to the Apple School District superintendent for review and approval.

The final survey consisted of seven questions soliciting both open and closed responses regarding teacher information in social studies practices in each teacher's

classroom (See Appendix A). Table 1 indicates how the three questions of the study were addressed by items of the survey.

Table 1

Survey Items Identified to Solicit Data to Answer the Research Questions

Research Questions	Survey Items
1. To what degree is social studies being taught in the elementary grades?	3, 4, 5
2. How important is the social studies compared to other areas of the curriculum?	6
3. What do elementary teachers identify to be challenges for them in teaching social studies?	7

Survey questions one and two were used to gather information describing the teacher participants. Survey questions three, four, and five were used to gather information regarding the amount of time spent on social studies instruction in each respondent's classroom. These questions were used to address the first research question: To what degree is social studies being taught in the elementary grades? Survey question six, regarding the perceived importance respondents placed on teaching social studies in their classrooms, was used to address the second research question: How important is social studies compared to other areas of the curriculum? Finally, survey question seven, an open inquiry question, asked respondents to indicate challenges they perceived in

teaching social studies, which provided to address the third research question: What do elementary teachers identify to be challenges for them in teaching social studies?

Procedures

After the survey was approved by the Apple School District superintendent in February, 2006, times were scheduled with principals of the 19 elementary schools participating in the study to administer the survey during individual school faculty meetings. Data was collected during March and April, 2006.

Letters of consent and the survey instrument were distributed to the participants during the faculty meeting and collected by the researcher. Teacher participation in the study was recognized by a small non-monetary reward provided as a “thank you” when the completed forms were returned to the researcher during each meeting.

Data Analysis

Descriptive data analysis was used for survey questions one through seven. The researcher generated frequency distributions, ranges, means, and analysis of variance for the variables generated from questions one through six. Post-hoc analyses were generated following an analysis of variance (ANOVA) comparing grade level and number of days social studies was taught per week and a second ANOVA comparing grade level and minutes of social studies instruction per week.

The qualitative data, collected through question seven, were analyzed inductively by the researcher through an iterative process to help determine common themes and establish patterns (Bogdan & Biklin, 1998). Through inductive analysis, seven categories were identified and used to organize the participants’ responses on question seven.

CHAPTER 4

RESULTS

The purpose of this study was to determine the status of social studies in elementary classrooms in a local school district. Status was determined by assessing the amount of time devoted to teaching social studies, its perceived importance in the curriculum, and the challenges associated with teaching social studies. Data were collected through a survey administered to 351 elementary teachers in 19 schools to answer the research questions. Questions guiding this study are:

1. To what degree is social studies being taught in grades one through five in Apple School District?
2. How important is social studies compared to other areas of the curriculum?
3. What did teachers of grades one through five identify to be challenges associated with teaching social studies?

Findings based upon the survey data are discussed according to the three research questions of the study.

To What Degree is Social Studies Being Taught in Grades One Through Five in Apple School District?

Survey questions three, four, and five were used to solicit responses from participants to answer the first of the three research questions. In order to examine the extent to which social studies instruction was taking place the researcher first considered whether or not participants taught social studies. Second, the researcher examined how many days per week respondents reported teaching social studies. Third, the researcher

studied how many minutes were spent on social studies instruction on the days the subject was taught. Ninety-eight percent of respondents (n =343) reported that they were teaching social studies. In contrast, two percent of respondents (n =6) from three different grade levels and schools reported that they did not teach social studies.

Participants who indicated they did teach social studies then specified how many days per week they taught the subject (n =343). These participants reported teaching social studies on an average of 2.5 days per week, with the majority of teachers indicating they taught social studies either two (n =113, 33%) or three (n =112, 33%) days per week (See Figure 1).

To further explore the degree to which social studies was taught in Apple School District, participants were asked to choose a category that best represented how many minutes they spent teaching social studies in their classroom on a the days they taught social studies. Respondents indicated the time they spent teaching social studies by choosing one of the following: less than 15 minutes; between 16 and 30 minutes; between 31 and 45 minutes; between 46 and 60 minutes; and more than 60 minutes. Nearly half (n =169, 49%) of the participants reported that they taught social studies between 15 and 30 minutes per day while the next most frequent response category (n =135, 39%) was between 31 and 45 minutes. District wide results for minutes taught per week are represented in Figure 2.

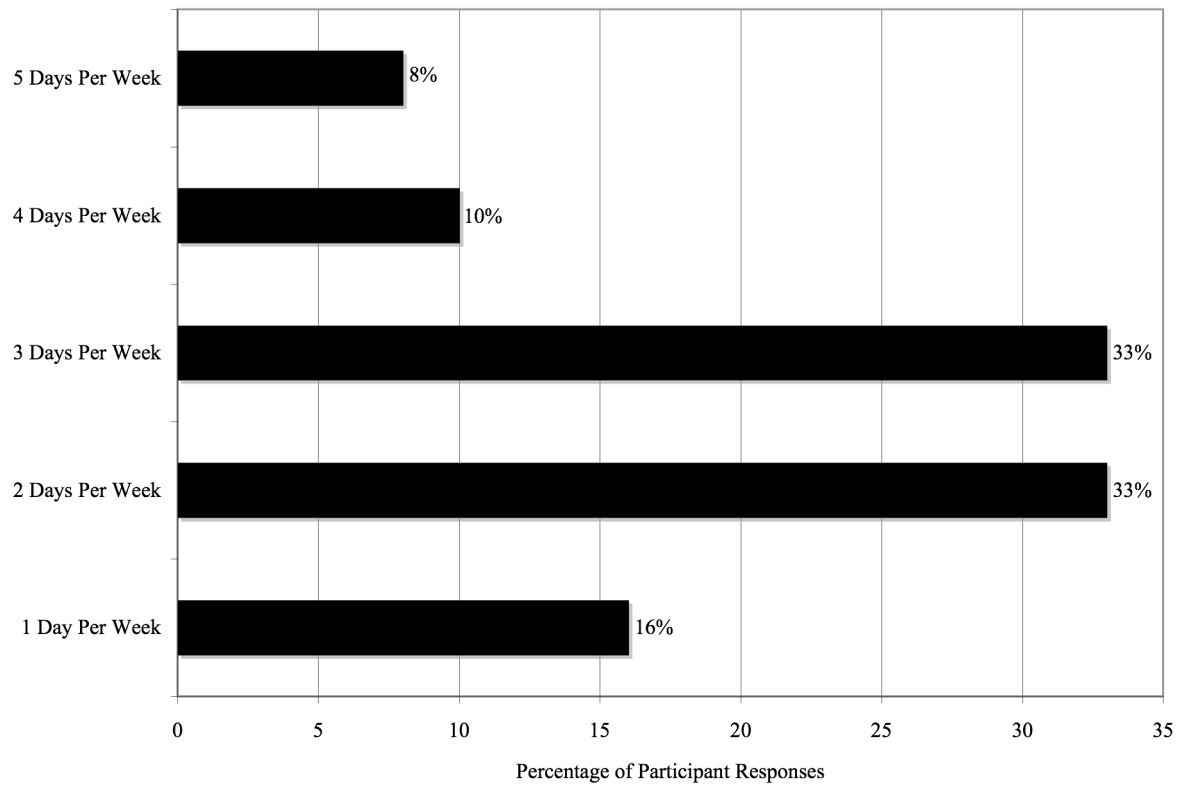


Figure 1. Distribution of days per week participants teach social studies.

To obtain additional insight into the degree to which social studies was taught in Apple School District, *post hoc* analysis of variance (ANOVA) was computed. Grade level was the independent variable (IV) and number of days social studies was taught per week served as the dependent variable (DV). Results of the survey indicated that there was a main effect for grade level ($F(4,339) = 9.45, p < .000$). Fifth-grade teachers reported teaching social studies significantly more days per week than first, second, and third-grade teachers. Results also revealed that fourth-grade teachers taught significantly

more days per week than second-grade teachers. Results of the ANOVA are represented in Table 2.

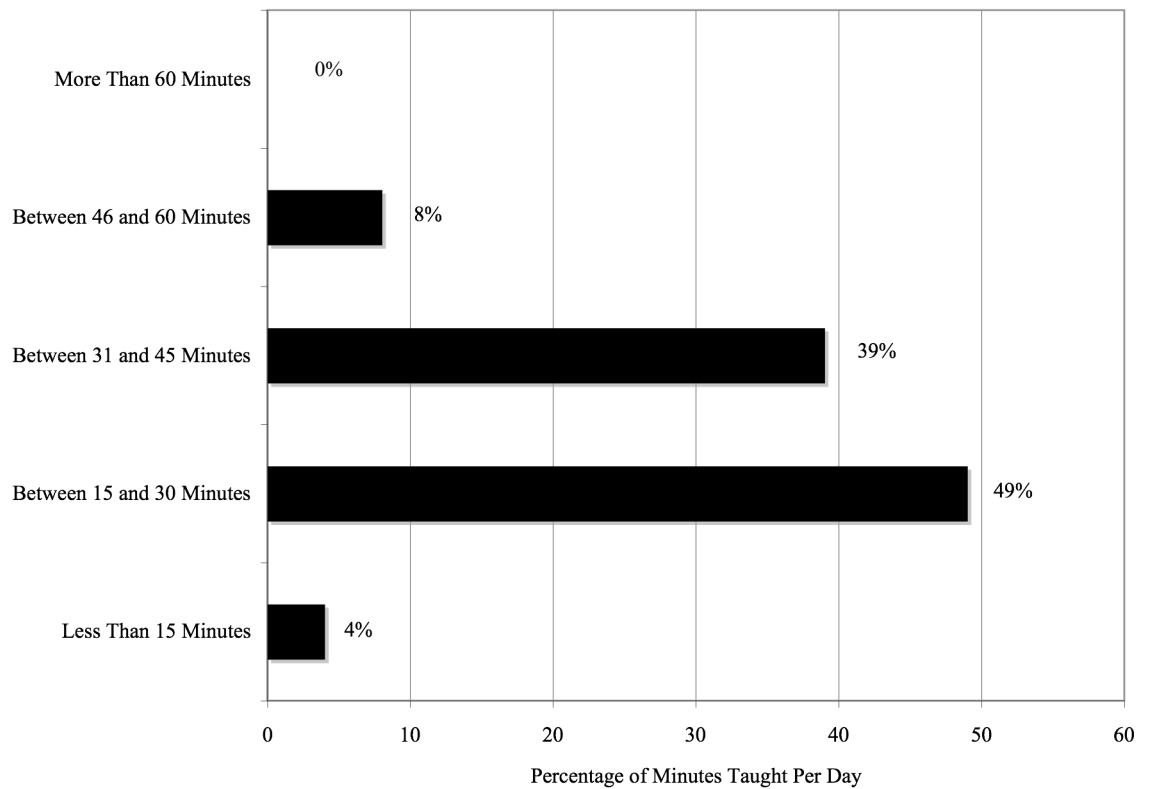


Figure 2. Distribution of minutes per day participants teach social studies.

How Important is Social Studies When Compared to Other Areas of the Curriculum?

To examine the perception of the respondents on the importance of social studies in the elementary curriculum, participants ranked nine subjects areas in order of importance. These nine subject areas include fine arts, health, library media, literacy, mathematics, physical education, science, social studies, and technology. Ninety-five

percent (n =330) of the participants indicated that literacy was the most important curricular area, with 94% (n = 329) indicating mathematics to be the second most important. Science and social studies competed for the third and fourth positions in order of importance by respondents. Science received 59% (n =205) of the responses for the third position, with social studies receiving 52% (n =184) of the fourth place responses. Figure 3 represents the distribution and percentage of participant responses across the four of the nine subjects, literacy, mathematics, science, and social studies.

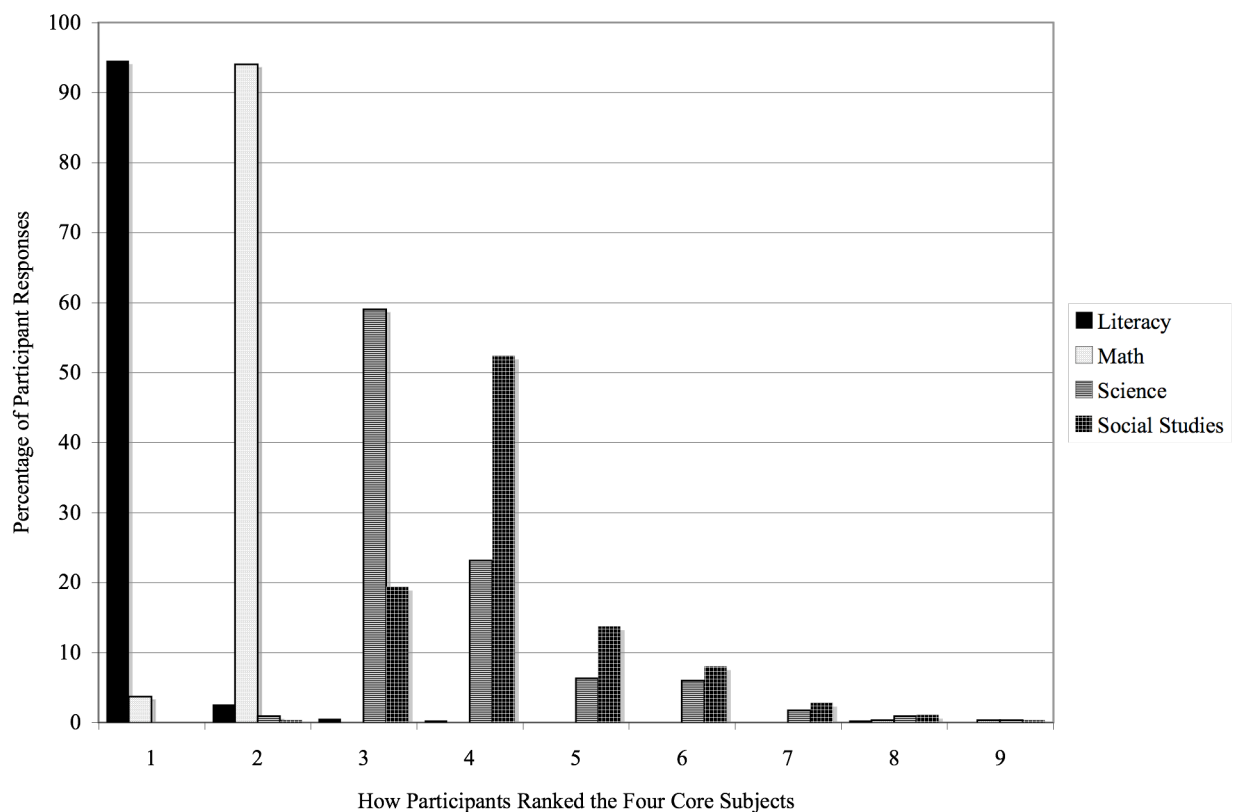


Figure 3. Participants' perceptions of subject importance.

The figure demonstrates that in terms of teacher perception, literacy and mathematics are noticeably more important than other subjects, while science and social studies seem to be perceived as less important in the minds of the teachers surveyed in Apple School District.

Table 2

Results of an ANOVA Comparison of Grade Level and Days Taught Per Week

Number of days taught per week				
Grade level	Mean (SD)	Pairwise comparison	p-value	
1	2.6 (1.1)	1 < 5	.028*	
2	2.2 (0.98)	2 < 5	.000***	
		2 < 4	.013*	
3	2.4 (0.98)	3 < 5	.002**	
4	2.8 (1.1)	4 > 2	.013*	
5	3.2 (1.1)	5 > 1	.028*	
		5 > 2	.000***	
		5 > 3	.002**	

Main effect for grade level ($F(4,339) = 9.45, p < .000$); $p \leq .05^*$; $p \leq .001^{**}$; $p \leq .000^{***}$

What Do Teachers of Grades One Through Five Identify to be Challenges for Them in Teaching Social Studies?

Data for research question three was collected through an open response item on the survey. Participants reported in writing their perceived challenges in regards to teaching social studies. Most participants reported challenges as a written list rather than as sentences or paragraphs. Respondents reported a variety of perceived challenges to social studies instruction. Through inductive analysis the responses were organized into to seven basic categories that emerged from the data: time, resources, core curriculum, student motivation, year-end testing, emphasis on math and literacy, and content knowledge. Responses in each category ranged from very broad to specific. Examples from the three most commonly identified challenges to teaching social studies will be provided in the following paragraphs.

Participants reported challenges to teaching social studies that centered on the issue of time. Many participants simply wrote the word “time” in response to the survey question. Other common responses were “finding the time” and “not enough time.” Some participants were more specific in reporting how time was a challenge when teaching social studies. One participant reported “Time - in the lower grades, we are so worried about reading, writing, and math that s.s. [social studies] takes the backseat.” as a challenge. Another responded, “Time! I know I should be doing more, but it’s hard to squeeze everything in.” These examples show that when discussing time as a challenge to teaching social studies, participants’ responses were very similar.

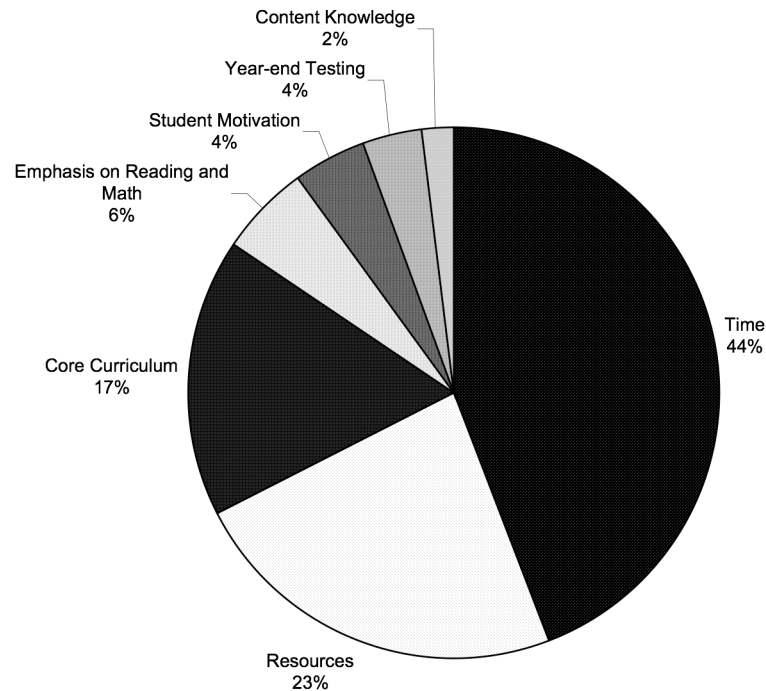


Figure 4. Challenges to Teaching Social Studies.

Responses reporting challenges relating to resources were varied. Several participants provided only the word “resources” as a perceived challenge to teaching social studies. Some participants provided more specific responses. One participant reported his/her challenge to teaching social studies was “having enough resources for each st. [student] to have their own materials (books, tapes, technology).” Another participant presented his/her challenge to teaching social studies expressing the desire for “getting resources that kids can understand [because] some info is over their head.”

Another issue that participants recognized as a challenge to teaching social studies was related to the core curriculum. One participant shared that “there is so much in the 5th grade core that it is hard to teach all of it in the ½ (*sic*) of year that we spend. Some of it gets skipped.” Another responded,

I wish there were more lesson plans and ideas correlated with our core available, not new textbooks, but actually plans that teachers have used. We have core academy for math & science and it would be nice just to have something written to share (underline in original).

Another participant identified core curriculum as a challenge because of “not having much in the core!”

The final four categories (emphasis on math and reading, content knowledge, student motivation, and year-end testing) of challenges represented only 16% (n =71) of the total responses. Because of the small numbers represented, the responses from these four categories were discussed together. Two participants discussed the challenge of “finding exciting ways to present information” and “making it exciting for the students.” Another stated: “It [social studies] is not tested in core so our focus isn’t much on it.”

Figure 4 represents all seven categories generated through data analysis.

Time is the greatest concern among the respondents while resources and core curriculum issues were of less importance. It seems that in general, the areas of most concern for teachers in relationship to social studies are time, resources, and teacher understanding of the core and familiarity of the content. There may be many areas of overlap in teacher responses. For example a teacher may struggle with the core

curriculum (17%) because they lack the resource of time in order to read and understand the core. Additionally, if one takes into consideration that time (44%) may also be considered a resource, then the challenges reported relating to resources would be over 80% when combining time, resources, and core curriculum. Teachers in Apple School District are faced with various challenges in regards to social studies

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

This chapter will present conclusions based on the data results and will provide recommendations for future research. The first section of chapter five will be organized according to the three research questions. The second section of chapter five will present suggestions for future research.

Conclusions

Teaching of social studies in grades one through five in Apple School District.

Studies in the literature review section reported that time allocated to social studies was on the decline. While other research indicates that social studies instructional time in general is being reduced, there is no historical data reporting how time has been spent on social studies in the Apple School district. Results of the present study revealed that social studies is reportedly being taught in 98% (n =343) of the participants' classrooms throughout the Apple School District. These results would indicate that a majority of students in grades one through five in Apple School District are receiving at least some social studies instruction.

It is important to note that social studies instruction is not occurring in two percent (n =6) of the classrooms of participants. Though there may be multiple reasons that this limited number of participants were not teaching social studies, no data were collected to specifically answer this question. However, data submitted by these teachers on the open response question may provide additional information. When identifying challenges they faced when teaching social studies, these teachers reported that there

wasn't enough time, that they lacked the content knowledge to teach the required core for social studies and that they lacked resources.

This study reported the range of days per week that social studies was being taught varied from one to five days. While the number of minutes taught per day ranged from "less than 15 minutes" up to 60 minutes per day. This being the case, social studies instruction in Apple School District does not meet the recommended guidelines suggested by National Council for the Social Studies. The NCSS suggested in 1988, that social studies, being one of the four core subjects of the elementary curriculum, should have 20% of the school day dedicated to its implementation. This translates into about an hour per day dedicated to social studies instruction (National Council for the Social Studies, 1988). In this study, even the participants who reported teaching social studies most frequently and for the greatest amount of time are not meeting the time suggestions given by the NCSS. This indicates that teachers in the Apple School District are neglecting one of the core subjects of a child's education probably in favor of other subjects.

One noteworthy finding from the data was the statistically significant difference between days and minutes taught per week in the upper and the lower grades. One explanation as to why lower grade teachers spent less time on social studies may be that more time is required to teach basic literacy and mathematics skills, while fourth and fifth-grade teachers are more aware that the information taught in their social studies curriculum is built upon in future courses.

Importance of social studies. Data collected to answer research question two revealed that social studies was rated as less important in the curriculum than literacy, math, and science. Literacy was clearly ranked as the most important subject, and mathematics was valued next in importance after literacy. Science and social studies were more similarly valued in third and fourth place respectively. This finding was consistent with other studies that suggest that current emphasis on literacy and mathematics has reduced attention on social studies in the school day.

Data gathered on survey question seven provided more information to consider when comparing social studies to other areas of the curriculum. When reporting challenges to teaching social studies, participants identified several issues that can further support the effect that emphasis on other subjects is having on social studies. Participants talked about the effects the emphasis on literacy and math is having on social studies in several ways. Some indicated that social studies is being pushed to the “back burner” while others referred to how the emphasis on literacy and math has restricted the time that could be dedicated to social studies. Additional responses specifically pointed out that year-end assessment involved only literacy, math, and science. One participant suggested that social studies “seems to be dropping in overall importance.” Another participant identified that his/her challenge was the “administrator viewpoint that ‘it’s not tested, so that’s where you cut’” referring to social studies. It is clear, then, that participant responses regarding challenges to teaching social studies coupled with data reporting perceived subject importance revealed that a large majority of the participants considered social studies to be a less important than other curriculum subjects.

Findings of this study are limited to the Apple School District. However, these findings seem similar to those of von Zastrow (2004) and Van Fossen (2005), who suggest that the role of social studies has been diminished in elementary school classrooms because of No Child Left Behind.

No Child Left Behind may well contribute to a significant danger that has not received the attention it deserves; At a time when school budgets are under extraordinary stress, the exclusive focus of the law's accountability provisions on mathematics, reading, and eventually science is diverting significant time and resources from other academic subjects. (von Zastrow & Janc, 2004, p. 7)

The statement "...it's not tested so that's where you cut," seems to be used as a justification for placing less emphasis on social studies.

Challenges in teaching social studies. The open response data collected to answer research question three revealed that participants identified a variety of challenges in teaching social studies. The most commonly identified challenges were issues relating to time (n = 201, 44%). When asked what got in the way of teaching social studies, one participant presented his/her challenge to be: "finding the time [to teach social studies] with everything else we teach that is tested by the state." Another participant added there was "not enough time to adequately focus on all topics." These examples are just a representative of challenges identified by a majority of the teachers surveyed.

Similar findings have been reported by other researchers. Pascopella (2003) described how diminished time has affected social studies with the following statement:

It's a crisis. Social studies, particularly in the elementary grades, has been pushed to the back-burner in schools. Time is the biggest nemesis. Increased attention to math and language arts under the federal No Child Left Behind law is squeezing out social studies. (p. 30)

With nearly half (n = 201, 45%) of the participant responses in Apple School District making reference to time constraints, clearly time, or rather lack of adequate time to teach social studies, is an issue in Apple School District.

Following the issue of time, the second most frequently identified challenge to teaching social studies were problems associated with resources available to teachers (n = 107, 23%). Like mandated allocation of time in Apple School District, funds for materials, resources, and professional development are also directed to those areas of the curriculum assessed and monitored by NCLB. Most often responses addressed how limited resources were in the district or the poor quality of the resources.

Recommendations

The first recommendation for further research prompted by this study was to revise the original survey (See Appendix B). This revised survey would provide greater details to be used in exploring social studies more thoroughly. The new survey would potentially collect more complete and accurate data for several areas of study. First, when participants are asked if they teach social studies, those teachers who report that they do not teach social studies would be asked to describe why they do not teach social studies in a follow-up question. Next, rather than reporting how many minutes social studies is taught each day by marking a predetermined range of minutes, respondents would report

the actual average number of minutes they teach social studies on the days they teach the subject. The next revision included on the survey would be to have participants only rank the four most important subjects in the curriculum rather than having participants rank nine subjects in order of importance. The final change on the survey would be to ask participants to discuss why they identified the challenges to teaching social studies that they indicated on the final open response question.

Another recommendation would be to follow up this study with a longitudinal study. The purpose would be to collect ongoing data to use as a comparison to the data collected in this study. Collection of ongoing data would allow researchers to track the data over time. This repeated and consistent data collection may provide more information to determine the effect that NCLB may be having on social studies in Apple School District. At the very least, this additional research can help to ensure that social studies remains on the minds of the district administrators. Perhaps they might become more conscious of providing funds, professional development, and resources if social studies continued to be studied.

Along with a longitudinal study in Apple School District, the next recommendation for further research would be to expand the study to additional districts. Administering the survey in multiple districts would represent a different population of teachers. Surveying added districts may also reveal the emphasis other districts place on social studies in relationship to other subjects. Apple School District is one of five school districts that work in partnership with a local university. Approximately two-thirds of the students in the state attend school in one of these five districts. This established

relationship among the partnership districts would facilitate a survey distribution of this size and allows for ongoing research among willing participants.

An additional tool for gathering data about the status of social studies would be to follow-up the distribution of the survey with teacher interviews. Interviews would not be feasible for all teachers surveyed. However, a random stratified sample of teachers would enable researchers to ask follow-up questions to better understand participants' responses.

The final suggestion for future research is to better assess how teachers are using integration in their social studies practices. Although the survey instrument included a question about integration, the data generated proved to be problematic because of the construction of the question. The original study was not designed to assess how social studies was integrated in the curriculum, however, that information could be useful in future studies to determine the degree to which teachers address the social studies curriculum. It is suggested that in order to teach the required core curriculum in each subject, a school year would need to encompass approximately 15,465 hours. That is 6,000 more hours than there are in a typical school year (Marzano, 2003). Hinde (2005) and von Zastrow (2005) suggested that one way that social studies can retain a position in the school day, even with reduced instructional time, is through thoughtful integration.

In summary, this study provided an in-depth examination of the amount of time and attention currently being directed to social studies in Apple School District. The results revealed that social studies instruction continues to take place in a majority of the classrooms to various degrees. At best, however, the amount of time spent on social

studies instruction was well below that recommended by the NCSS. Many teachers identified lack time, limited resources, and core curriculum concerns as challenges to teaching social studies.

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APPENDIXES

Appendix A

A Survey of Social Studies Practices

Dear Participant,

This research study is being conducted by Katie Sorensen under the direction of Dr. Lynnette Erickson. The purpose of this study is to gain more information on current social studies practices in Apple School District. You are invited to participate because you are responsible for the planning and implementation of social studies curriculum in the grade level you are currently teaching. The survey consists of seven questions and will take you approximately 20-30 minutes to complete. You will not directly benefit from participation in this study; however, the information gained from this research may be helpful to the field of education at large. There are minimal risks associated with your participation in this survey as you may feel uncomfortable in answering questions about your personal beliefs and practices related to social studies. Involvement in this research project is voluntary. You may withdraw at any time without penalty or may refuse to participate entirely. There will be no reference to your identification at any point in the research.

If you have any questions regarding this study you may contact Katie Sorensen (801) 422-8969, katie.sorensen@nebo.edu or Dr. Lynnette Erickson (801) 422- 4809, lynnette_erickson@byu.edu.

If you have questions regarding your rights as a participant in research projects, you may contact Dr. Renea Beckstrand, Chair of the Institutional Review Board for Human Subjects, 422 SKWT, Brigham Young University, Provo, UT 84602; phone, (801) 422-3873; email, renea_beckstrand@byu.edu.

The return of this survey is your consent to participate in the research study. Thank you for your participation.
Sincerely,

Katie Sorensen

A Survey of Social Studies Practices

School _____

1. How many years have you taught in public schools? _____

2. What grade level do you currently teach? _____

3. Do you teach social studies?

_____ Yes If yes, how many days per week? ____ 1 ____ 2 ____ 3 ____ 4 ____ 5

_____ No If no, skip to question 7.

4. On the days when you teach social studies how much time do you usually allocate to social studies instruction?

_____ Less than 15 minutes

_____ Between 16 and 30 minutes

_____ Between 31 and 45 minutes

_____ Between 46 and 60 minutes

_____ More than 61 minutes

5. When you teach social studies, about what percent of the time do you teach it as a separate, independent subject, and about what percentage of time do you integrate it with some other subject (e.g. mathematics, reading, writing)?

a. Social studies as an independent subject:

_____ 0%

_____ 1% - 25%

_____ 26% - 50%

_____ 51% - 75%

_____ 75% - 100%

b. Social studies integrated with another subject:

_____ 0%

_____ 1% - 25%

_____ 26% - 50%

_____ 51% - 75%

_____ 75% - 100%

(The combined percent of 5a and 5b should not exceed 100%)

(over →)

6. Please rank from 1 to 9 the following subjects in order of importance. (1 being the most important 9 being the least important)

_____ Fine Arts (art, dance, drama, film, and music)

_____ Health

_____ Library Media

_____ Literacy (Reading, Writing, Spelling)

_____ Mathematics

_____ Physical Education

_____ Science

_____ Social Studies

_____ Technology

7. What are the biggest challenges that you face teaching social studies?

Appendix B

A Revised Survey of Social Studies Practices

A Survey of Social Studies Practices

School _____

1. How many years have you taught in public schools? _____

2. What grade level do you currently teach? _____

3. Do you teach social studies?

_____ Yes If yes, how many days per week? ___ 1 ___ 2 ___ 3 ___ 4 ___ 5

_____ No If no, why not? _____
(After responding to questions 3 skip ahead to question 9.)

4. On the days when you teach social studies how much time do you usually allocate to social studies instruction on average? _____

5. When you teach social studies, about what percent of the time do you teach it as a separate, independent subject, and about what percentage of time do you integrate it with some other subject (e.g. mathematics, reading, writing)?

(Circle the most applicable response.)

0% Integration and 100% Independent

25% Integration and 75% Independent

50% Integration and 50% Independent

75% Integrated and 25% Independent

100% Integrated and 0% Independent

Another combination please indicate: _____
(Total should equal 100%)

6. Please identify the four subject areas that you feel are most significant in order of importance.

Please identify the four subjects that you feel educational leaders feel are most significant in order of importance.

7. What are the two biggest challenges that you face in attempting to teach social studies?

Why?