Instructor: Dr. Rénard Harris
Time: 4:00 – 6:45 Wed, ECTR rm 217
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Office hours: Tues: 10:45 a.m. – 3:45 p.m.

Course Description
An in-depth examination of the relationship between the social studies curriculum, social studies instruction and the ways in which elementary students construct social knowledge and values

Course Text Materials / Articles:

Articles

Beachum, F. and McCray, C. Changes and Transformation in the Philosophy of Character Education in the 20th Century.


**OUTCOMES FOR CANDIDATES:** All teacher preparation programs in the School of Education are guided by a commitment to Making the Teaching and Learning Connection. Teachers who make the teaching and learning connection: 1. understand and value the learner; 2. know what and how to teach and assess and how to create an environment in which learning occurs, and 3. understand themselves as professionals. These three elements of teacher competency are at the heart of the School of Education conceptual framework and guide what you will learn for you to develop the knowledge, skills and dispositions in these three areas that you need to become an effective teacher. Below are EDEE 373’s specific outcomes related to the three elements of teacher competency. These refer to standards developed by the School of Education that are based on the National Council for the Social Studies (NCSS) Standards and the South Carolina Academic Social Studies Standards. The National Association for the Education of Young Children (NAEYC) standards define expectations for early childhood teachers, the National Council for the Accreditation of Teacher Education (NCATE) standards define expectations for elementary teachers, and the National Middle School Association (NMSA) standards define expectations for middle grades teachers.

**OUTCOMES RELATED TO KNOWING AND VALUING THE LEARNER:**
Outcome 1: Candidates will demonstrate their knowledge of child and adolescent development and culture. They will coordinate that knowledge with their knowledge of their own development and culture. NMSA 1; NCATE 1, 2a, 2e, 2i, 3a; NAEYC 1, 4a, 4b
Outcome 2: Candidates will apply knowledge, skills, and dispositions from the social studies to organize, and provide developmentally appropriate, integrated instruction for the study of major concepts, themes, and modes of inquiry drawn from academic fields that address culture; time, continuity, and change; people, places and environment; individual development and identity; individuals, groups and institutions; power, governance, and authority; production, distribution, and consumption; science, technology, and society; global connections; civil ideals and practices. NCATE 2a, 2e, 2i, 3a; NAEYC 4a, 4b; NMSA 1,2

**OUTCOMES RELATED TO KNOWING WHAT AND HOW TO TEACH AND ASSESS AND HOW TO CREATE AN ENVIRONMENT IN WHICH LEARNING OCCURS:**
Outcome 3: Candidates will demonstrate an understanding of the areas of social studies that include history, geography, the social studies (anthropology, archaeology, economics, political science, psychology, and sociology) and other related areas such as humanities, law, philosophy, religion, mathematics, science, and technology. NCATE 1, 2a, 2e, 2i, 3a; NAEYC 1, 4a, 4b; NMSA 4
Outcome 4: Candidates will design experiences to help elementary students learn about the historical development of democratic values. NCATE 2e, 2i, 3a; NAEYC 4a, 4b; NMSA 3
Outcome 5: Candidates will design experiences to help elementary students learn about the basic principles of government and citizenship in a democratic republic. NCATE 2e, 2i, 3a; NAEYC 4a, 4b; NMSA 3
Outcome 6: Candidates will design experiences to help elementary students learn about the development of nations, institutions, economic systems, culture, and cultural diversity. NMSA 3, 4
Outcome 7: Candidates will create experiences to help elementary students learn about the humanities. NCATE 2a, 2e, 2i, 3a; NAEYC 4a, 4b, NMSA 3, 4
Outcome 8: Candidates will demonstrate an ability to help students read, write, listen, discuss, speak, and research to build background knowledge; utilizing a variety of sources (primary and secondary sources, maps, statistical data, and electronically technology-based information). NCATE 1, 2a, 2e, 2i, 3a; NAEYC 1, 4a, 4b, NMSA 3, 4
Outcome 9: Candidates will demonstrate an ability to use formative and summative assessments in planning and implementing instruction. NCATE 1, 2a, 2e, 2i, 3a, 4; NAEYC 1, 3, 4a, 4b; NMSA 3, 5
Outcome 10: Candidates will demonstrate an ability to use the South Carolina Social Studies Academic Standards to design and implement effective instructional plans.

OUTCOMES RELATED TO UNDERSTANDING THEMSELVES AS PROFESSIONALS:
Outcome 11: Candidates will demonstrate an ability to help students acquire and manipulate data, analyze points of view, and formulate well supported oral and written arguments, policies, and positions. NCATE 2a, 2e, 2i, 3a; NAEYC 4a, 4b; NMSA 6, 7
Outcome 12: Candidates will create in students an awareness of current issues and opportunities related to social education and enable informed opinion and professional action. NCATE 2e, 3e 5a-d; NAEYC 2, 4, 4b, 5; NMSA 6, 7

C of C Undergraduate Grading Scale:
93-100 = A
91-92 = A-
89-90 = B+
86-88 = B
84-85 = B-
82-84 = C+
79-81 = C
77-78 = C-
75-76 = D+
72-74 = D
70-71 = D-
Below 69 = F
COURSE REQUIREMENTS AND EVALUATION CRITERIA:

Teaching Assignment 1 (Focus: Objective) 15%

Teaching Assignment 2 (Focus: Procedures) 25%

Teaching Assignment 3 (Focus: Assessment/close) 20%

Content Connection 15%

Final: DBQ 25%

DESCRIPTION OF COURSE REQUIREMENTS:

Teaching Assignment 1 (Focus: Objective) 15%

Each student will teach a fifteen (5-10) minute lesson focusing on setting up the lesson and the objective
The following criteria will be used to assess the lesson:

*Expectations  
*Care  
*Activate (i.e. prior knowledge, engaging, read aloud, talking experience)  
*Interact

The lesson will be video recorded. The feedback will be given in audio over the recording. The feedback will start by stating you have a grade of 93; as I view the recording I will comment on your teaching and either add subtract a point

Teaching Assignment 2 (Focus: Procedures) 25%

Each student will teach a fifteen (15-20) minute lesson focusing on the procedures of the lesson
The following criteria will be used to assess the lesson:

*Expectations  
*Care  
*Explaining (if necessary)  
*modeling( if necessary)  
*informal assessment  
*Feedback and reinforcement
The lesson will be video recorded. The feedback will be given in audio over the recording. The feedback will start by stating you have a grade of 93; as I view the recording I will comment on your teaching and either add subtract a point.

### Teaching Assignment 3 (Focus: Assessment/close) 20%

Each student will teach a fifteen (5-10) minute lesson focusing on the assessment and close of the lesson. The following criteria will be used to assess the lesson:

- *Expectations*
- *Care*
- *Additional explaining (if necessary)*
- *Clearing misconceptions (if necessary)*
- *Summarizing*
- *Memorable*

The lesson will be video recorded. The feedback will be given in audio over the recording. The feedback will start by stating you have a grade of 93; as I view the recording I will comment on your teaching and either add subtract a point.

### Content Connection 15%

Weekly assignment (notebook is not due until the last day of class)

Based on the social studies supporting document:

1 page assignment for each document (i.e. 9 pages are due at the end of the semester)

Consider delivering the content (teaching) and address the following:

- Student as protagonist
- Teacher as conduit
- Seeing content as story - Binary Opposites (What powerful binary opposites best catch the importance of the topic)
  - Example 1: when teaching about community binary opposites such as survival/destruction or security/danger might come to mind
  - Example 2: Reading Cinderella, wicked step-mother and a good girl) binary opposites such as good/bad might come to mind

We will discuss the content and your thoughts during class, but you will turn in the assignment at the end of the semester.

### Final: DBQ 25%

Document Based Question (We will discuss and practice creating DBQ during the semester)
TENTATIVE SCHEDULE

WEEK 1 JANUARY 9

Syllabus / Semester Plan

WEEK 2 JANUARY 16 (LESSON PLAN PRACTICE)

ARTICLE

Standard 3-1:
The student will demonstrate an understanding of places and regions in South Carolina and the role of human systems in the state.

Enduring Understanding
People utilize, adapt to, and modify the physical environment to meet their needs. They also identify regions based on geographic and human characteristics to help them interpret Earth’s complexity. To understand how people interact with the physical environment,

WEEK 3 JANUARY 23

ARTICLE

Standard 3-2:
The student will demonstrate an understanding of the exploration and settlement of South Carolina.

Enduring Understanding
The inhabitants of the early Carolina colony included native, immigrant, and enslaved peoples. To understand how these various groups interacted to form a new and unique culture,

WEEK 4 JANUARY 30

ARTICLE
Standard 3-3:
The student will demonstrate an understanding of the American Revolution and South Carolina’s role in the development of the new American nation.

Enduring Understanding
People establish governments to provide stability and ensure the protection of their rights as citizens. To understand the causes and results of the American Revolution on South Carolina,

WEEK 5 FEBRUARY 6

TEACHING ASSIGNMENT 1

WEEK 6 FEBRUARY 13

DBQ (read the guide to writing a DBQ and the War must be ended packet)

Standard 4-1:
The student will demonstrate an understanding of political, economic, and geographic reasons for the exploration of the New World.

Enduring Understanding
The rewards that were reaped from the exploration of the New World far outweighed the risks that were involved. To understand the motivations for exploration and the cause-and-effect relationships between its risks and rewards,

WEEK 7 FEBRUARY 20

ARTICLE
Beachum, F. and McCray, C. (?). Changes and Transformation in the Philosophy of Character Education in the 20th Century.

Standard 4-2:
The student will demonstrate an understanding of how the settlement of North America was influenced by the interactions of Native Americans, Europeans, and Africans.

Enduring Understanding
The interaction among peoples from three different continents created a distinctly American culture. To understand the contributions made by Native Americans, Europeans, and Africans to the settlement of North America,
WEEK 8 FEBRUARY 27

ARTICLE

Standard 4-3:
The student will demonstrate an understanding of the conflict between the American colonies and England.

Enduring Understanding
Revolutions result from resistance to conditions that are perceived as unfair by the people who are demanding change. The changes brought about by revolution can be both positive and negative. To understand the results of the conflict between the American colonies and England,

WEEK 9 MARCH 6

Spring break

WEEK 10 MARCH 13

TEACHING ASSIGNMENT 2

WEEK 11 MARCH 20

ARTICLE

Standard 4-4:
The student will demonstrate an understanding of the beginnings of America as a nation and the establishment of the new government.

Enduring Understanding
After independence was declared, Americans were faced with creating a new form of government that would embody the ideals for which they had fought. To understand the development of these United States into a new nation,
WEEK 12 MARCH 27

ARTICLE
Morgan, M. (2010). Turning Bad News into a Teaching Moment
Social Education, 74, no. 5, p.247-249.

Standard 5-1:
The student will demonstrate an understanding of Reconstruction and its impact on the
United States.

Enduring Understanding
Reconstruction was a period of great hope, incredible change, and efforts at rebuilding.
To understand Reconstruction and race relations in the United States,

WEEK 13 APRIL 3

ARTICLE
Social Studies, 92(1), 41-44.

Standard 5-2:
The student will demonstrate an understanding of the continued westward expansion of
the United States.

Enduring Understanding
People moved West seeking economic opportunities. To understand the challenges faced
by migrants and immigrants as they moved West and the impact of this movement on the
native peoples of the region

WEEK 14 APRIL 10

TEACHING ASSIGNMENT 3

WEEK 17 APRIL 17

TEACHING DEMOCRACY USING
FOLKTALES AND BINARY OPPOSITES
WEEK 18 APRIL 24

CONTENT CONNECTION NOTEBOOKS DUE

ARTICLE

Standard 5-3:
The student will demonstrate an understanding of major domestic and foreign developments that contributed to the United States becoming a world power.

Enduring Understanding
The Industrial Revolution, urbanization, and access to resources contributed to the United States becoming a world power in the early twentieth century. At the same time, discriminatory practices abounded. To understand the rise of the United States as a world power,

WEEK 19 MAY 1

FINAL 4:00-7:00

SOE DISPOSITION:
PROFESSIONAL BEHAVIOR/DISPOSITIONS: Students are responsible for all content and assignments for each class. They are expected to demonstrate professional behavior consistent with the following dispositions:
• The belief that all students can learn. • Value and respect for differences. • Value of positive human interaction. • Intellectual curiosity and willingness to gain new knowledge.

Attendance Policy:
Attendance is vital in this course. If you miss more than 2 classes you will be dropped with a WA. Prompt arrival is also extremely important; tardiness is unacceptable. Your instructor and classmates would appreciate prompt arrival to class, so disruptions are minimized. Three tardies count as one absence. These strict policies are based on the professionalism required of teachers.

PROGRAM REQUIREMENTS:
To be enrolled in this course you must meet the following four requirements.
1. Officially accepted into the School of Education and have received letter of acceptance from the Office of Student Services.
2. See Masters program director for any questions regarding add’t’l requirements.
College of Charleston Honor Code and Academic Integrity:

All courses in the School of Education are conducted under the Honor Code of the College of Charleston. The Honor Code specifically forbids lying, cheating, attempted cheating, stealing, attempted stealing, and plagiarism. Students at the College are bound by honor and by their acceptance of admission to the College to abide by the Code and to report violations. As members of the College community, students are expected to evidence a high standard of personal conduct and to respect the rights of other students, faculty, staff members, community neighbors, and visitors on campus. Students also are expected to adhere to all federal, state, and local laws. Faculty members are required to report violations of the Honor Code or Code of Conduct to the Office of Student Affairs. Conviction of an Honor Code violation in a class will result in the grade of “XF” for the course.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/studentaffairs/general_info/studenthandbook.htm

ADA Statement:
In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to “reasonable accommodations.” Please notify the instructor during the first week of class of any accommodations needed for the course.