College of Charleston  
EDEE 642 Teaching Social Studies and Humanities  
Spring Term 2010  
Credit Hours-3

<table>
<thead>
<tr>
<th>Meeting Time and Place:</th>
<th>Wed. 4:00-6:45 PM Rm. 217 Education Center</th>
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<tbody>
<tr>
<td>Instructor:</td>
<td>Dr. Brian K. Lanahan</td>
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<tr>
<td>Office Hours:</td>
<td>Monday–Thursday 8:00–12:00 and by appointment</td>
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<tr>
<td>Office Location:</td>
<td>86 Wentworth St. Rm. 228</td>
</tr>
<tr>
<td>Office phone/Email:</td>
<td>(843) 953-2746 <a href="mailto:lanahanb@cofc.edu">lanahanb@cofc.edu</a></td>
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Course Prerequisites:  
Enrollment in this course requires candidates to utilize the following computer applications: 1. Internet research. 2. Web CT via Internet. 3. Microsoft PowerPoint. 4. Microsoft Word. 5. Read Please text reader (Free download at www.readplease.com).

Course Description:  
This course introduces students to all facets of the pre-K–3 social studies experiences needed to guide students on the path to responsible citizenship. The course will focus on the highly integrative and multidisciplinary nature of social studies. Particular emphasis is placed on appropriate curricula, methods, and materials for social studies in early childhood.

Course Text/Materials:  

Texts


Articles


**Social Studies Standards**

1. SC Social Studies Academic Standards and Correlations
   
   http://ed.sc.gov/agency/offices/cso/standards/ss/index.html

2. NCSS National Standards for Social Studies Teachers
   
   www.ncss.org

**Overall Course Objectives:** Candidates will complete this course with:

1. A well-articulated and practical understanding of citizenship education
2. A well-articulated and powerful rationale for the inclusion of social studies in the curriculum
3. Powerful instructional methods based on the inclusion of social studies and skills into other subject areas

**Description of Assignments:** Assignments: A detailed explanation and rubric will be provided for each assignment.

Reading Quizzes: Readings will be assessed through some form of brief written assessment, and will count toward the final grade.

Critical Autobiography: Two-page paper discussing the candidate’s personal background in relationship to his or her students and the content to be taught.


Student Survey: Assessment of students’ prior
knowledge and a survey of their learning styles, needs,
and wants.

**Content Knowledge**: Content knowledge investigation for the mini unit.

**Midterm Exam**: Students will be expected to sit for one midterm. The midterm will be based upon knowledge of social studies pedagogy and the South Carolina Social Studies Standards.

**Mini Unit**: Social Studies Integrated Teaching Project—Mini Unit. Pairs of candidates will be required to complete a mini unit that teaches a “big idea” while integrating social studies into another content area. This mini unit will consist of three lessons. Candidates need to consult with their cooperating teacher about the topic. Candidates will teach this unit, collect student work, and make a presentation about the unit at the end of the semester.

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<th>Evaluation Scale:</th>
<th>Letter Grades and Percentage Range</th>
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<tr>
<td>A</td>
<td>93–100%</td>
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<tr>
<td>A-</td>
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<td>C+</td>
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50 – Big Idea
50 – Student Assessment
50 – Content Preparation
100 – Reading Quizzes (10 point each)
100 – Critical Autobiography
100 - 9/11 Reflection
200 – Mini Unit
200 – Midterm
850 – Total Points
## SOE Dispositions:

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.
- A commitment to inquiry, reflection, and self-assessment.
- Value of responsible, collaborative, and cooperative work.
- Sensitivity to community and cultural context.
- Responsible and ethical practice.

## Outcomes for Candidates:

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<tr>
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<th>Outcomes for Candidates</th>
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<tbody>
<tr>
<td>1.</td>
<td>Candidates will demonstrate an understanding of the importance of social studies and social understanding in children’s development and learning.</td>
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<tr>
<td>2.</td>
<td>Candidates will apply their understanding of the areas of social studies that include history, geography, the social sciences (anthropology, archeology, economics, political science, psychology, and sociology) and such other related areas as humanities, law, philosophy, religion, mathematics, science, and technology to the early childhood context.</td>
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<td>3.</td>
<td>Candidates will understand the importance of a multicultural approach to social sciences.</td>
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<td>4.</td>
<td>Candidates will observe and describe the early</td>
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roots of children’s interest and their world, and will understand how early childhood experiences can build on those interests.

SOE I, II, III; NCATE 2e, 2i, 3a; NAEYC 4a, 4b; ETC 1: I

5. Candidates will be able to articulate priorities for developmentally appropriate social studies experiences in early childhood education.

SOE I, II, III; NCATE 1, 2a, 2e, 2i, 3a; NAEYC 4a, 4b; ETC 1: I, 2: II, III

6. Candidates will demonstrate knowledge of the core concepts and standards that have been set forth by professional organizations, and will demonstrate that they can analyze and critique early childhood social studies experiences in terms of their relationship to these standards.

SOE II, III, V; NCATE 2a, 2e, 2i, 3a; NAEYC 4a, 4b

7. Candidates will apply knowledge, skills, and dispositions from social studies to organize, and provide developmentally appropriate integrated instruction.

SOE II; NCATE 2a, 2e, 2i, 3a; NAEYC 4a, 4b; ETC 1: I, 2: II, III

8. Candidates will demonstrate an ability to use appropriate early childhood formative and summative assessments in planning and implementing instruction.

SOE I, III, VI; NCATE 1, 2a, 2e, 2i, 3a; NAEYC 1, 3, 4a, 4b; ETC 1: I

9. Candidates will understand the need to prepare children to function in a changing world.

SOE II, III, V, VII; NCATE 2e, 3e, 5a-d; NAEYC 2, 4, 4b, 5; ETC III:
### Attendance Policies:
Attendance will be taken at every class meeting via a sign-in sheet. Students are responsible to sign in. Two absences will be granted, either excused or unexcused. After two absences, the student’s final grade will drop by five points. After four absences, the student will be dropped. If you know you are going to be absent, please notify the instructor. Tardy is more than ten minutes late. Two tardies equals an absence.

### Cell phone/Smartphone/Texting/Internet Policy
All personal communication devices are not to be out during class time. You are not allowed to engage in any form of personal communication during class time. This includes, but is not limited to, phone calls, texting, Tweeting, Facebook, MySpace and/or Internet browsing. IF YOU ENGAGE IN ANY FORM OF PERSONAL COMMUNICATION DURING CLASS YOU WILL BE ASKED TO LEAVE CLASS AND YOU WILL BE MARKED ABSENT. If you have an emergency call/text you MUST take you can leave your phone on vibrate and leave the classroom to take the call and/or respond to the text.

### Honor System:
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.

### 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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading and Assignment Due</th>
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<tbody>
<tr>
<td>1/13</td>
<td><strong>Social Studies: What Is It?</strong></td>
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<td>1. Social Studies memories</td>
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<td>2. Introduction to instructor, course syllabus</td>
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<td>3. PPT-What Is Social Studies? Five Competing Visions</td>
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<td>5. Taylor’s video.</td>
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<td>6. What are your goals for Social Studies? Developing a Powerful Rationale for the Inclusion of Social Studies</td>
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<td>7. Survey of learning styles, needs, and wants.</td>
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<td>8. Assign status articles</td>
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<td>1/22</td>
<td><strong>What Might It Become? and How Can I Build A Learning Community in My Classroom?</strong></td>
<td>1. Ch. 1+2</td>
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<td>1. Ch. 1 Review of Important Points</td>
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<td>2. Look at our assessment and survey data</td>
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<td>3. Ch. 2. How Can I Build A Learning Community in My Classroom?</td>
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<td>4. Creating our learning community</td>
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<td>5. Status of Social Studies in SC-Findings and Reflections</td>
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<td>6. Explain – Reflection on experiences as a student on 9/11</td>
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<td>7. Assign-911 article</td>
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<td>1/27</td>
<td><strong>9/11 and Social Studies</strong></td>
<td>1. Two-page reflection on experiences as a student on 9/11</td>
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<td>1. Where were you when the world stopped turning? Crisis and the Social Studies</td>
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<td>2. Reflection on experiences as students on 9/11</td>
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<td>3. Connection to the literature</td>
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<td>4. Craft our own responses to future crisis</td>
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<td>5. The wisdom of Kevin Berry</td>
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<td>6. Explain – Critical autobiography assignment</td>
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<tr>
<td>Topic</td>
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| **Goal-oriented Instruction and Selecting and Representing Content** | 1. Ch. 3. What Does Goal-oriented Instruction Entail?  
2. Developing a Powerful Personal Rationale for the Inclusion of Social Studies in the Curriculum  
3. Ch. 4. What Do Selecting and Representing Content Entail?  
4. Investigation of South Carolina Social Studies Standards  
5. Identify Big Ideas Related to a SC Standard  
6. Discuss Our Critical Autobiographies | 1. Ch. 3 + 4  
2. Critical Auto  
3. Bring a copy of the K-3 SS Standards |  |
| **Other Social Studies Content and Design, Implement, and Evaluate Instructional Activities** | 1. Ch 7. How Can I Teach Other Social Science Content More Meaningfully?  
2. Ch. 9. How Can I Design, Implement, and Evaluate Instructional Activities?  
3. Discuss Our Critical Autobiographies  
4. Explain – Survey of students’ prior knowledge, learning styles, needs and wants | 1. Ch. 7 + 9 |  |
| **Teach History Geography and Anthropology Content** | 1. Ch. 5. How Can I Teach History Content More Meaningfully?  
2. History vs. SS Debate – Thornton Article  
3. Ch. 6. How Can I Teach Geography and Anthropology Content More Meaningfully?  
4. SC Geography Alliance Presentation | 1. Ch. 5 + 6  
2. Thornton Article |  |
| **Other Strategies for Teaching Social Studies and Curricular Integration** | 1. Ch.10. What Are Some Other Strategies for Teaching Social Studies? | 1. Ch. 10 + 11  
2. Assessment of student’s prior |  |
<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>3/3</td>
<td><strong>Topic</strong>- Assessment and Midterm</td>
<td>1. Ch. 12</td>
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<td>1. Midterm</td>
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<td>2. Instructional Methods for the High Stakes Era</td>
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<td>3. Ch.12. How Can I Assess Student Learning?</td>
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<td>4. Palmetto Assessment of State Standards (PASS)</td>
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<td>5. Rubrics for Dummies</td>
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<td>6. Explain – Content Area Knowledge Preparation Assignment</td>
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<td>3/10</td>
<td><strong>Spring Break</strong></td>
<td>2. Content Area Knowledge Preparation</td>
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<td>3/17</td>
<td><strong>Topic</strong>- Lesson Planning Workshop</td>
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<td>1. Discuss Content Area Knowledge Preparation Assignment</td>
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<td>2. Lesson Planning Workshop</td>
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<td>3/24</td>
<td><strong>Lesson Planning-Miss</strong></td>
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<td>Lesson Planning Workshop</td>
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<td>3/31</td>
<td><strong>Topic</strong>- Democracy and Black Ants</td>
<td>1. Yeager Article</td>
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<td>1. What does it mean to teach for Democracy?</td>
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<td>2. Building Civic Skills and Dispositions</td>
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<td>3. Black Ants-Ch.1+2</td>
<td>2. BA-Ch.1+2</td>
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<td>4/7</td>
<td><strong>Topic</strong>- Mini Unit Presentations and Black Ants Ch.3+4</td>
<td>1. Mini units</td>
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<td>2. BA-Ch.3+4</td>
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<td>4/14</td>
<td><strong>Topic</strong>-Mini Unit Presentations and Black Ants Ch. 5+6</td>
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<td>2. BA-Ch. 5+6</td>
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<td>Date</td>
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<td>Mini units</td>
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<tr>
<td>4/21</td>
<td><strong>Topic</strong> - Mini Unit Presentations and Black Ants Ch. 7+8</td>
<td>2. BA-Ch. 7+8</td>
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