Instructor: Dr. Michele Phillips  
E-mail: phillipsml@cofc.edu  
Telephone: 843-953-0830  
Cell: 843-817-3228  
Office: 334, 86 Wentworth St.  
Class time: Mondays 12:00-2:45  
Office Hours: Mondays 10:00-12:00; Tuesdays 11:00-1:00; Thursdays 11:00-1:00

Course Prerequisites
Enrollment in this course requires candidates to utilize the following computer applications: 1. Internet research. 2. Microsoft PowerPoint. 3. Microsoft Word. 4. Read Please text reader (Free download at www.readplease.com).

Course Description
This course introduces students to all facets of elementary and middle grades 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 elementary and middle grades.

Overall Course Objectives
Candidates will complete this course with:

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

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

1. Candidates will demonstrate an understanding of the importance of social studies and social understanding in children’s development and learning. (SOE II; NCATE 1, 2a, 2e, 2i, 3a; NAEYC 1, 4a, 4b; ETC 1: I)

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

3. Candidates will understand the importance of a multicultural approach to social sciences. (SOE I, II, III; NCATE 2a, 2e, 2i, 3a; NAEYC 4a, 4b; ETC 3: VII)

4. Candidates will observe and describe the early 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)

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.

**Attendance Policy**

Attendance is extremely important. You are responsible for all content and assignments for each class. This is a 3-hour class. When you miss one class, it is like missing a whole week of one-hour classes. **It is not recommended that you miss class. More than 2 absences will result in a WA/F. This means that even one absence has a negative impact on your learning.** Fifty points of your grade is based on completion of activities in class. If you miss class, you will miss the points for those activities.

More than two (2) absences will result in WA/F.
1. If you are tardy three times, (i.e. arrival 10 minutes after class starts) it will equal one absence.
2. Arrival more than 10 minutes after class starts equals an absence.
3. **Arrival more than 10 minutes after break ends equals one tardy.**
4. Leaving before class ends equals an absence.

**Required Texts**

*Social Studies Alive: Engaging Diverse Learners in The Elementary Classroom* by TCI  
ISBN: 1-58371-012-4  
**OR**  
*Bring Learning Alive: The CTI Approach for Middle and High School Social Studies* by TCI  

*Additional readings will be assigned during the semester*

**Assignments**

**Attendance (10 points)**

It is important to attend each class, especially since we only meet once a week. You are allowed one excused absence for the semester. Additional or unexcused absences may result in a 10 point deduction from your final grade. I must be notified, by phone or by e-mail BEFORE any absence. You are responsible for making arrangements for any work you miss. Absences are not an excuse for a late assignment-all work is still due on the specified due date unless arrangements are made before the due date.

**Cultural Autobiography (10 points):** Two-page paper discussing the candidate’s personal background in relationship to his or her students and the content to be taught.
**Where were you when... reflection (10 points):** Two-page reflection on your “Where were you When” moment. Think about how your school handled it during and after. What does this teach us about handling crisis in the classroom?

**Weekly Lesson Plan Work (5 points per check, 4 checks per semester):** See Course Calendar

**Unit Plan (50 points):** See Assignment Sheet

**Field Lessons:**

***Any lesson plans that need to be approved for field MUST be given to the instructor ONE WEEK prior to teaching or the lesson will not be signed***

**Assignment Criteria and Evaluation Scale**

**Quality Criteria:**
- Each task is explained in the syllabus and will be discussed in class well before any due dates. It is imperative that you look at the syllabus and use it as a guide for your completion of the task. It is also important for you to ask questions before the assignment is due to clarify any questions you may have. It includes key quality information that you will be held accountable for.
- You are expected to turn in original work. Plagiarism will result in a failure in the course and a report filed with the College of Charleston.

**Criteria for Turning in Assignments:**
- Due dates are clearly indicated on the course calendar. All assignments are due on the scheduled day by the time class begins.
- All assignments will be turned in to the instructor at the beginning of class. There are no exceptions-do not send them through email as attachments. If it won’t open, that will mean a zero.
- Always save back ups of your assignments, as computer problems are not an excuse for late assignments. Do not put off your assignments to the last minute. If you follow these suggestions, you will not be faced with a late assignment and a zero.
- Remember, the Unit Plan is worth 50% of your grade. A zero on that means you will fail the class. **Get it in on time.**

**Evaluation Scale**

Letter Grades and Percentage Range

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<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93–100%</td>
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<tr>
<td>A-</td>
<td>91–92%</td>
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<tr>
<td>B+</td>
<td>89–90%</td>
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<tr>
<td>B</td>
<td>86–88%</td>
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<tr>
<td>B-</td>
<td>84–85%</td>
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<tr>
<td>C+</td>
<td>82–83%</td>
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<td>C</td>
<td>79–81%</td>
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<tr>
<td>C-</td>
<td>77–78%</td>
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<tr>
<td>D+</td>
<td>75–76%</td>
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<tr>
<td>D</td>
<td>72–74%</td>
</tr>
<tr>
<td>D-</td>
<td>70–71%</td>
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<tr>
<td>F</td>
<td>0–69%</td>
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</table>
Policies and Procedures for Courses in the School of Education*

1. Professional Behavior/Dispositions: Students are responsible for all content and assignments for each class. They are expected to demonstrate professional behaviors consistent with the following dispositions:
   • The belief that all students can learn.
   • Value and respect for difference.
   • Value of positive human interaction.
   • Intellectual curiosity and willingness to learn 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.

2. Attendance: Class attendance and punctuality are expected professional behaviors. Students are responsible for meeting the specific attendance requirements as outlined in the syllabus for each course. A student may receive a “WA/F” for excessive absences, based on the class attendance requirements specified in the syllabus. If you are going to miss a class, you must let the professor know before the beginning of class. With the exception of emergencies, a telephone call, either to the office or to my cell, is expected before missing any class.

3. Make-Up Examinations and Quizzes: If a quiz or examination (other than the final examination) was missed for a legitimate reason, as determined by the professor, the professor has the discretion to administer a make-up examination. It is the responsibility of the student to make arrangements for the make-up.

4. Due Dates: Due dates for course assignments, as well as scheduled quizzes and exams, are listed in the syllabus. Any changes will be announced in class. Consequences related to late materials are determined by the professor.

5. Final Exams: The final exam for each course (which may be in the form of an examination, performance, or project) will only take place during the period scheduled for the final exam for that course. (Undergraduate students who have more than two final exams scheduled on the same day may arrange for an alternate time for one final exam through the Office of the Undergraduate Dean.) Graduate students have their own schedule and they need to go through the Graduate Dean for changes.

*Applies to all EDEE and EDFS courses and all PEHD teacher education courses above the 200 level.

Revised and approved by SOE faculty 3/31/06

6. Papers: Papers will be word processed using the style of the Publication Manual of the American Psychological Association (most current edition). There are a number of websites that can help you with this. I also recommend Doing Honest Work in College: How to Prepare Citations, Avoid Plagiarism, and Achieve Real Academic Success by Charles Lipson. This is a relatively inexpensive book, available on-line and at bookstores, that is very helpful in navigating APA.
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<tbody>
<tr>
<td>Jan. 25</td>
<td></td>
<td>Assignment: In Class-defining citizenship, and taking citizenship test</td>
<td>Readings: None</td>
</tr>
<tr>
<td>Module 2: Citizenship</td>
<td>In class exercise: Citizenship test</td>
<td>Assignment: In Class-defining citizenship, and taking citizenship test</td>
<td>Readings: Yeager-meaning of democracy, NCSS website</td>
</tr>
<tr>
<td>Feb. 1</td>
<td></td>
<td>Assignment: Defining citizenship, and taking citizenship test</td>
<td>Readings: TBA</td>
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<tr>
<td>Module 3: Democracy</td>
<td></td>
<td>Assignment: In Class-defining our government, thinking about Dewey, introducing NCSS</td>
<td>Readings: Yeager-meaning of democracy, NCSS website</td>
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<tr>
<td>Feb. 8</td>
<td></td>
<td>Assignment: Defining our government, thinking about Dewey, introducing NCSS</td>
<td>Readings: Yeager-meaning of democracy, NCSS website</td>
</tr>
<tr>
<td>Module 4: Culture</td>
<td>In class exercise: Cultural iceberg Discussion-breaking down our cultures</td>
<td>Assignment: Cultural Autobiography due in class</td>
<td>Readings: TBA</td>
</tr>
<tr>
<td>Feb. 15</td>
<td></td>
<td>Assignment: Cultural Autobiography due in class</td>
<td>Readings: TBA</td>
</tr>
<tr>
<td>Module 5: Lesson Planning and Assessment</td>
<td>In class exercise: begin crafting a lesson plan</td>
<td>Assignments: Bring lesson plan format</td>
<td>Readings: TCI</td>
</tr>
<tr>
<td>Feb. 22</td>
<td></td>
<td>Assignments: Bring lesson plan format</td>
<td>Elements</td>
</tr>
<tr>
<td>Module 6: State Standards and the Unit Plan</td>
<td>In class exercise: begin unit plan</td>
<td>Assignment: Talk to classroom teacher-what might you teach. Bring state standards, begin thinking about unit work</td>
<td>Readings: State standards for your grade level, Brophy article-coherence</td>
</tr>
<tr>
<td>Mar. 1</td>
<td></td>
<td>Assignment: Talk to classroom teacher-what might you teach. Bring state standards, begin thinking about unit work</td>
<td>Readings: State standards for your grade level, Brophy article-coherence</td>
</tr>
<tr>
<td>Module 7: Preview Assignments and Visual</td>
<td>In class exercise-visual discovery of Charleston</td>
<td>Assignment: In class-visual discovery exercise,</td>
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<td>Assignment: In class-visual discovery exercise,</td>
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<tr>
<td><strong>Discoveries</strong></td>
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<td><strong>unit work</strong></td>
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</table>
| Why do preview assignments matter? How can I get my students interested in content? What is a visual discovery and how can I create one for my students? | | Readings: TCI  
• Preview Assign  
• Vis. Discovery  
• SS skills builder |

<table>
<thead>
<tr>
<th><strong>Module 8: History and Historical Inquiry</strong></th>
<th><strong>Mar. 15</strong></th>
<th><strong>Assignment:</strong> In class, unit work <strong>Readings:</strong> Barton-pictures</th>
</tr>
</thead>
</table>
| What is historical inquiry? Why does it matter? | In class exercise-Atomic Bomb | Assignment: In class, unit work  
Readings: Barton-pictures |

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<thead>
<tr>
<th><strong>Module 9: History and Historical Empathy</strong></th>
<th><strong>Mar. 22</strong></th>
<th><strong>Assignment:</strong> work on unit, Lesson check in class <strong>Readings:</strong> TCI Exp. Exercise, writing for undr.</th>
</tr>
</thead>
</table>
| What is historical empathy? Why does it matter? | In class exercise-experiential exercise: factory life | Assignment: work on unit  
Lesson Check in Class  
Readings: TCI Exp. Exercise, writing for undr. |

<table>
<thead>
<tr>
<th><strong>Module 10: Geography</strong></th>
<th><strong>Apr. 5</strong></th>
<th><strong>Assignment:</strong> Work on unit <strong>Lesson Check in Class</strong> <strong>Readings:</strong> National Geographic website</th>
</tr>
</thead>
</table>
| What is quality geography instruction? Why does geography matter? What are the five themes of geography? | In class exercise-pack your bags! | Assignment: Work on unit  
Lesson Check in Class  
Readings: National Geographic website |

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<tr>
<th><strong>Module 11: Current Events</strong></th>
<th><strong>Apr. 12</strong></th>
<th><strong>Assignment:</strong> Where Were you When? Due <strong>Readings:</strong> Hicks-newspapers</th>
</tr>
</thead>
</table>
| What is the role of current events in SS? What major events do I remember? How did these events affect me? How did my school respond to these events? | In class exercise-Where Were you When? | Assignment: Where Were you When? Due  
Readings: Hicks-newspapers |

| **Module 13: Integrating literacy and media literacy in SS** | **Apr. 19** | **Assignment:** work on unit **Lesson Check in class** **Readings:** TCI  
• Consid. Text  
• G.O. reading notes  
• Article-Media literacy and fast food branding |
|------------------------------------------------------------|-------------|------------------------------------------------------------------|
| How are social studies and literacy integrated in elementary and middle grades classrooms? What is media literacy? Why does it matter? | In class exercise-political advertisements | Assignment: work on unit  
Lesson Check in class  
Readings: TCI  
• Consid. Text  
• G.O. reading notes  
• Article-Media literacy and fast food branding |

| **Module 14: Quality group work and collaborative learning** | **Assignment:** work on unit **Readings:** TCI  
• Response groups  
• Prob-solve grpwork  
• Article-Parker-debate |
|-----------------------------------------------------------|----------------------|------------------------------------------------------------------|
| What is meaningful collaborative learning? What are the differences between group work and | In class exercise: Public Policy Debate | Assignment: work on unit  
Readings: TCI  
• Response groups  
• Prob-solve grpwork  
• Article-Parker-debate |
collaborative learning? What are the advantages/disadvantages? Apr. 26

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<thead>
<tr>
<th>Unit Plan Due</th>
<th>May 3</th>
<th>Meet with Prof and turn in</th>
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</thead>
</table>