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<tr>
<th><strong>Meeting Time and Place:</strong></th>
<th>Monday 12:00–2:45   Rm. 215 Education Center</th>
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<tbody>
<tr>
<td><strong>Instructor:</strong></td>
<td>Reid Adams</td>
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<tr>
<td><strong>Office Hours:</strong></td>
<td>Tuesday 1:00-4:00, Wednesday 1:00-3:00, and by appointment</td>
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<tr>
<td><strong>Office Location:</strong></td>
<td>86 Wentworth St. Rm. 329</td>
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<tr>
<td><strong>Office phone/Email:</strong></td>
<td>(843) 953-3900;  <a href="mailto:adamsrl@cofc.edu">adamsrl@cofc.edu</a></td>
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<td><strong>Course Prerequisites:</strong></td>
<td>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 <a href="http://www.readplease.com">www.readplease.com</a>).</td>
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<td><strong>Course Description:</strong></td>
<td>This course introduces students to all facets of the pre-K–5 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.</td>
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<td><strong>Course Text/Materials:</strong></td>
<td><strong>Texts</strong></td>
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<td>3. Selected Articles and Popular Culture Texts (video, audio, etc.)</td>
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<td></td>
<td><strong>Social Studies Standards</strong></td>
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<td>1. SC Social Studies Academic Standards and Correlations</td>
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<td><a href="http://ed.sc.gov/agency/offices/cso/standards/ss/index.html">http://ed.sc.gov/agency/offices/cso/standards/ss/index.html</a></td>
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<td>2. NCSS National Standards for Social Studies Teachers <a href="http://www.ncss.org">www.ncss.org</a></td>
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**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:**

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<tr>
<th>Assignment</th>
<th>Details</th>
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<tr>
<td><strong>Assignments:</strong> A detailed explanation and rubric will be provided for each assignment.</td>
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<td><strong>Reading Quizzes:</strong> Readings will be assessed through some form of brief written assessment, and will count toward the final grade.</td>
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<td><strong>Critical Autobiography:</strong> Two-page paper discussing the candidate’s personal background in relationship to his or her students and the content to be taught.</td>
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<td><strong>Big Idea:</strong> Create a “big idea” related to a SC standard and the specific needs of your students.</td>
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<td><strong>Vote For Me Reflection:</strong> Two-page reflection on documentary, <em>Vote For Me.</em></td>
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<td><strong>Student Survey:</strong> Assessment of students’ prior knowledge and a survey of their learning styles, needs, and wants.</td>
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<td><strong>Content Knowledge:</strong> Content knowledge investigation for the mini unit.</td>
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<td><strong>Midterm Exam:</strong> The midterm will be based upon knowledge of social studies pedagogy and the South Carolina Social Studies Standards.</td>
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<td><strong>Mini Unit:</strong> 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.</td>
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<td>Evaluation Scale:</td>
<td>Letter Grades and Percentage Range</td>
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<td>B+</td>
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<td>B</td>
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<td>B-</td>
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<td>C+</td>
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<td>C</td>
<td>79–81%</td>
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<td>D+</td>
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<td>72–74%</td>
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50 – Big Idea
50 – Student Assessment
50 – Content Preparation
100 – Reading Quizzes (10 point each)
100 – Critical Autobiography
100 – Vote For Me Reflection
200 – Mini Unit
200 – Midterm

850 – Total Points

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<tr>
<th>SOE Dispositions:</th>
<th>PROFESSIONAL BEHAVIOR/DISPOSITIONS:</th>
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<td>Students are responsible for all content and assignments for each class. They are expected to demonstrate professional behavior consistent with the following dispositions:</td>
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- 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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| 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:

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 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 ENGUAGE IN ANY FORM OF PERSONAL COMMUNICATION DURING CLASS YOU WILL BE ASKED TO LEAVE CLASS AND**
<p>| 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. |</p>
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<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Reading and Assignment Due</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Social Studies: What Is It?</strong></td>
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<td>1/10</td>
<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>4. What are your goals for Social Studies? Developing a Powerful Rationale for the Inclusion of Social Studies</td>
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<td>5. Survey of learning styles, needs, and wants.</td>
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<td>6. Assign status articles</td>
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<td><strong>Week 2</strong></td>
<td><strong>MLK Holiday – No Class</strong></td>
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<td>1/17</td>
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<td><strong>Week 3</strong></td>
<td><strong>What Might It Become? and How Can I Build A Learning Community in My Classroom?</strong></td>
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<td>1/24</td>
<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. Intro to Democratic Education -<em>You Can’t Be Neutral On A Moving Train</em></td>
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<td>5. Assign- Yeager &amp; Thornton Articles</td>
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<td><strong>Week 4</strong></td>
<td><strong>Citizenship Education &amp; Teaching For Democracy</strong></td>
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<td>1/31</td>
<td>1. Reactions To Howard Zinn Documentary – What does it mean for how EC social studies can be taught</td>
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<td>2. Democratic/Citizenship Education Discussion Crisis and the Social Studies</td>
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<td>3. <em>Please Vote For Me</em></td>
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<td>1. Articles: Yeager; Silva Thornton</td>
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<td>Blog Post: Reactions To Howard Zinn Documentary (due by the start of class)</td>
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</table>
| Week 5 | Topic- Goal-oriented Instruction and Selecting and Representing Content | Ch. 3 + 4  
| 2/7 | | 3. Bring a copy of the K-3 SS Standards  
| | 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. Explain – Critical autobiography assignment  
| | Please Vote For Me Response - Due by the start of class  
| Week 6 | Topic- Teach History Geography and Anthropology Content | 1. Ch. 5 + 6  
| 2/14 | | 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  
| Week 7 | Topic- Other Social Studies Content and Design, Implement, and Evaluate Instructional Activities | 1. Ch. 7 + 9  
| 2/21 | | 2. Critical Autobiography  
| | 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  
| Week 8 | Topic- Other Strategies for Teaching Social Studies and Curricular Integration | 1. Ch. 10 + 11  
| 2/28 | | 1. Midterm Exam  
| | 1. Ch.10. What Are Some Other Strategies for Teaching Social Studies?  
| | 2. Ch.11. What Is The Role Of Curricular Integration?  
| | 3. Discuss Survey of students’ prior knowledge, learning styles, needs, and wants  
| | 4. Lesson Planning Workshop.  
| | Assessment of student’s prior knowledge and survey.  
| | 3. “Big Idea” on a Card  
<p>|</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Week 9</td>
<td>3/7</td>
<td><strong>Spring Break</strong></td>
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<td>Week 10</td>
<td>3/14</td>
<td><strong>Lesson Planning Workshop</strong></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>Week 11</td>
<td>3/21</td>
<td><strong>Assessment</strong></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>3/23</td>
<td><strong>Teach Social Studies Lesson on Wednesday</strong></td>
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<td>Week 12</td>
<td>3/28</td>
<td><strong>Debrief, Freire and Black Ants</strong></td>
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<td>1. How did it go?</td>
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<td>2. Banking Education</td>
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<td>3. Building Civic Skills and Dispositions</td>
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<td>4. Black Ants-Ch.1+2</td>
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<td>Week 13</td>
<td>4/4</td>
<td><strong>Mini Unit Presentations and Black Ants</strong></td>
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<td>Ch.3+4</td>
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<td>Week 14</td>
<td>4/11</td>
<td><strong>Mini Unit Presentations and Black Ants</strong></td>
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<td>Ch. 5+6</td>
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<td>Week 15</td>
<td>4/18</td>
<td><strong>Mini Unit Presentations and Black Ants</strong></td>
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<td>Ch. 7+8</td>
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<td>Week 16</td>
<td>4/25</td>
<td><strong>Last Day Of Class</strong></td>
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