EDEE 642
Social Studies and Humanities for Early Childhood and Elementary Teachers
Spring 2012

Instructor: Dr. Rénard Harris
Time: 1:40-2:55 Tues / Thurs - EDCTR rm. 215
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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:

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

Articles

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


and Causes. Social Education, 74(6), 298-303.

Daly, J. (2010). Learning about teacher and student Freedom. Social Education,
74(6), p.306-309.

Zagora, V. (2011). An Approach to Integrating Writing Skills into the Social Studies

Hughes, R. (2011). Teaching about Racial Segregation in Postwar America using
Black Like Me. Social Education, 75(1), 22-25.

Resor, C. (2011). Using Community Cookbooks as Primary Sources. Social Education,
75(1), 30-35.


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 a-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:

ASSIGNMENT 1 - FROM THE PAGES (DELIVERY) 30%
ASSIGNMENT 2 – IN THE DOING (OBJECTIVE / ASSESSMENT) 20%
ASSIGNMENT 3 – BEYOND (CRITICAL THINKING) 20%
ASSIGNMENT 4 – SEMESTER FINAL PROJECT 30%

DESCRIPTION OF COURSE REQUIREMENTS:

ASSIGNMENT 1 - FROM THE PAGES (DELIVERY)
Students will choose a person (or people), place, thing, or idea from a social studies text and present it to the class
Assessment points of interest: delivery, interest, enthusiasm, human connection,

ASSIGNMENT 2 – IN THE DOING (OBJECTIVE / ASSESSMENT)
Students will state their intended objective for the class, demonstrate / explain / instruct students of information from a social studies text, have those students complete the task, and informally assess the students
Assessment points of interest: communication, level of demonstration / modeling, purposeful assessment (human connection)

ASSIGNMENT 3 – BEYOND (CRITICAL THINKING)
Students will share / demonstrate / model/ inform students of information from a social studies text, and encourage the class to think critically
Assessment points of interest: moving from concrete to abstract, connection, clarity

ASSIGNMENT 4 – SEMESTER FINAL PROJECT
Students will create based on the following prompt: If you had 5 minutes to share with an interviewee what social studies meant, and you had to take that 5 minutes and create something for the interviewee to see, read, or listen to, what would you create?
TENTATIVE SCHEDULE

WEEK 1 JANUARY 11

Syllabus / Semester Plan
Discuss Assignment 1

WEEK 2 JANUARY 18

State Standards
http://ed.sc.gov/agency/offices/cso/standards/ss/index.html

Lesson Plans


STATE STANDARDS EXERCISE (EARLY/ELEMENTARY/MIDDLE)

WEEK 3 JANUARY 25


STATE STANDARDS EXERCISE (EARLY/ELEMENTARY/MIDDLE)

WEEK 4 FEBRUARY 1

Assignment 1 Due

Share Assignment 1

Discuss Assignment 2

WEEK 5 FEBRUARY 8


STATE STANDARDS EXERCISE (EARLY/ELEMENTARY/MIDDLE)
WEEK 6 FEBRUARY 15


WEEK 7 FEBRUARY 22

Return Assignment 1


STATE STANDARDS EXERCISE (EARLY/ELEMENTARY/MIDDLE)

WEEK 8 FEBRUARY 29

Assignment 2 Due

Share Assignment 2

Discuss Assignment 3

WEEK 9 MARCH 7

Spring break

WEEK 10 MARCH 14


STATE STANDARDS EXERCISE (EARLY/ELEMENTARY/MIDDLE)
WEEK 11 MARCH 21

Return Assignment 3


STATE STANDARDS EXERCISE (EARLY/ELEMENTARY/MIDDLE)

WEEK 12 MARCH 28

Assignment 3 Due

Share Assignment 3

Discuss Semester Exam

WEEK 13 APRIL 4


STATE STANDARDS EXERCISE (EARLY/ELEMENTARY/MIDDLE)

WEEK 14 APRIL 11
Semester Exam

EXAM DATE: THURS. DEC 8 12:00-3:00

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 have to miss class for a family emergency or illness, please let the instructor know as soon as possible BEFORE the scheduled class session. 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. Passed all sections of Praxis I and have submitted passing scores to the Office of Student Services.
3. An overall G.P.A of 2.5 or higher.
4. A G.P.A 3.0 or higher for all education course work.
If you have not met all of these requirements you must inform the instructor. Failure to do this will result in you being immediately dropped from the class.

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.