### Meeting Time and Place:
Wednesday 12:00 – 2:55  Rm. 201 Education Center

### Instructor:
Reid Adams, Ph.D

### Office Hours:
Tuesday. (12:00-2:00) Thursday. (12:00-2:00)

### Office Location:
86 Wentworth St. Rm. 329

### Office phone/Email:
(843) 953-4900;  adamsrl@cofc.edu

### Course Prerequisites:
Enrollment in this course requires candidates to utilize the following computer applications: 1. Internet research. 2. OAKS 3. Microsoft Word. 4. Multimedia Software Applications (Your choice)

### 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 as well as its function in the healthy construction of Democracy. Particular emphasis is placed on theory, appropriate curricula, methods, and materials for social studies in early childhood.

### Course Text/Materials:
**Texts**
Selected Articles and Popular Culture Texts (video, audio, etc.) Available on OAKS

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

2. NCSS National Standards for Social Studies Teachers
   [www.ncss.org](http://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
<table>
<thead>
<tr>
<th>Description of Assignments:</th>
<th>“Pop” Quiz (100 points)</th>
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<td>There will be 5 unannounced &quot;pop&quot; quizzes throughout the semester. Quizzes will be worth 20 points each. These will serve to ensure that you are keeping up with the reading and with the material presented in lectures. Pop quizzes will be &quot;open note,&quot; but not &quot;open book.&quot; Pop quizzes will be based on weekly reading assignments and previous class discussions.</td>
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**Microteaching** (50 points)  
Pairs of students will create 30-minute social studies lesson plans and teach them to our class during weekly seminars.  
** Description & Evaluation Criteria Available in OAKS**

**Jackdaw Book Project** (100 points)  
See description in OAKS

**Children’s Literature Mini-Unit** (150 Points)  
**Description & Evaluation Criteria Available in OAKS**

**Social Studies Field Lesson Plan** (150 points)  
You will be required to design a lesson that will be taught in the field. This must be an ORIGINAL lesson that you develop with your cooperating teacher and me. Candidates need to consult with their cooperating teacher about the topic in advance of teaching lesson. Candidates will teach this lesson from this unit in their field setting.

**Participation** (50 Points) - While in class, students are to actively participate in activities and discussions, readings, etc. Students who participate in class, arrive on time, stay for the duration, and attend all of the class meetings should expect to receive a higher course grade than those who do not.

<p>| Evaluation Scale: | Letter Grades and Percentage Range |</p>
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<thead>
<tr>
<th>Grade</th>
<th>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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<td>B-</td>
<td>84–85%</td>
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<td>C+</td>
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<tr>
<td>D-</td>
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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:

**Attendance Policies:**

Attendance will be taken at every class meeting. **Two** absences, excused or unexcused, will be granted, although each unexcused absence will result in a **five-point deduction from your class participation grade.** Three absences, excused or unexcused, will result in a W/F for the course. 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**

Phone calls, texting, Tweeting, Facebook, MySpace and/or Internet browsing not associated with class discussions or assignments are not allowed. **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. |
| Email Statement | I typically check my e-mail daily and do my best to respond quickly, but please do not expect an immediate response or send me last minute questions the day before or the day of the class meeting with the expectations of a prompt reply. Questions regarding class assignments are better addressed in person, but feel free to email me far enough in advance for me to properly address your issue. Due to the confidentiality of grades, I will not distribute grades via e-mail. |
| Submitting Assignments Electronically | When submitting assignments via email or in OAKS, be sure to use the following format for the subject line: your last name (underscore) one word assignment name [ex. smith_timeline]. As for the file attachments, use the following format: your last name (underscore) one word title for your specific assignment [ex. smith_revolutionary]. |
| Feedback and Grading | Depending on the assignment, students can expect feedback/grading within two weeks of the due date. Pop quizzes will be graded within a week. |