### Meeting Time and Place:
01 - Tuesday and Thursday 9:25 - 10:40  
Rm. 212 EDCTR

### Instructor:
Reid Adams, Ph.D

### Office Hours:
Tues. (11:00-1:30) Thurs. (11:00-1:30)

### 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.

### Course Description:
This course introduces students to all facets of the 2–8 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 elementary and middle school.

### Course Text/Materials:
**Required Texts:**  
No Required Text. Selected Articles and Popular Culture Texts (video, audio, etc.) Available on OAKS

**Social Studies Standards**

1. SC Social Studies Academic Standards and Correlations (Available online)

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
<table>
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<th>Description of Assignments:</th>
<th>“Pop” Quiz (100 points)</th>
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<td>There will be 6 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. Your lowest pop quiz grade will be dropped.</td>
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<th>BYOD Personalized Learning (100 points)</th>
<th>The purpose of this assignment is to explore one possibility for personalized learning in the classroom. During one class each week a 20-30 minute block of time will be designated for personalized learning in social studies. Each student will choose his/her social studies interest in one of the following areas: people, places, things or ideas (students will explore this area for the entire semester). The professor will assign one social studies indicator from the SC Social Studies Standards and each student will do the following:</th>
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<tr>
<td></td>
<td>• On a mobile device (laptop, iPad, smart phone, etc.) explore one or more people, places, things or ideas related to the indicator. Take notes. *ipads may be available for checkout through the library or school of education</td>
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<td>• The student will report out by sharing the website or address with the professor and briefly share a quick synopsis of what he/she learned and explored.</td>
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<td>• At the end of the semester students will turn in a bibliography of sites explored with a brief written synopsis for each site.</td>
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| Jackdaw Book Project (100 points) | See description in OAKS |

| Social Studies Lesson Plan (100 points) | You will be required to design a social studies that you will teach in the grade level where you are placed for your field course. 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. |

| Total Points = 400 |  |
Evaluation Scale:  
Letter Grades and Percentage Range

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<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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<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>
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<td>C-</td>
<td>77–78%</td>
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<td>D+</td>
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<td>D</td>
<td>72–74%</td>
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<tr>
<td>D-</td>
<td>70–71%</td>
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<td>F</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,
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

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

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. Three absences, excused or unexcused, will be granted, although each unexcused absence will result in a five-point deduction from your class participation grade. Four 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, 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 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.