



## EDT 417E Teaching Social Studies in Early Childhood Spring 2012

Class: Tuesdays & Thursdays, MCG 217  
 Sec. A 10:10AM-11:00AM      Sec. B 11:15AM-12:05PM

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Office Hours: Thursdays 8:30-10:00AM and by appointment

### Course Description

Prerequisite: Retention in cohort and successful completion of Literacy Block in Early Childhood Education.

This course aims for learning curriculum, materials, and methods to teach social studies mostly for Kindergarten to Grade 3. It focuses on developmentally appropriate curriculum and instructional practice, including play, small-group projects, open-ended questioning, group discussions, problem solving, cooperative learning, and inquiry experiences, as they apply to social studies. In addition, we take a reflective and critical look at different perspectives and approaches in social studies. The course also provides an opportunity to explore various learning and teaching experiences of social studies such as diverse cultural contexts, mass media, technology, and the other subject areas. Thus, we consider these perspectives, approaches, and experiences as applying into early childhood educational practice. By doing so, this course attempts to rethink and examine the important aspects and strategies of social studies for meaningful teaching and learning in early childhood classrooms.

### Required Readings

1. **Course Reading Packet:** You will pick it up from the *Oxford Copy Shop*.
2. **Ohio Academic Standards for Social Studies:** More information available at <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1706&ContentID=76598&Content=116166> (See K-Grade 3 under the “*Pre-Kindergarten through Grade Eight Model Curriculum by Grade Level and Course*”)
3. **National Council for the Social Studies:** <http://www.socialstudies.org/standards/strands>
4. There will be required and optional readings on **Niihka** and handed out **in class**.

## **Course Goals and Learning Outcomes**

This course will help pre-service teachers to:

1. Understand the meaning and importance of social studies in a comprehensive way and acknowledging a variety of viewpoints and approaches in early childhood social studies.
2. Develop reflective, critical, constructive ways of thinking, learning, and teaching in depth to be better, caring teachers for young children.
3. Reemphasize the significance of young children's needs, interests, families, individual differences, and real life experiences in teaching social studies.
4. Become familiar with the Social Studies Academic Content Standards of Ohio Department of Education (ODE), the National Council for the Social Studies (NCSS) Standards, National Association for the Education of Young Children (NAEYC) position statement and developmentally appropriate practice (DAP).
5. Apply key concepts in such social studies content areas as history, economics, geography, anthropology, sociology, and political science into practice.
6. Attempt to connect the important concepts of the social studies content areas to various subjects (e.g., literacy, math, sciences, arts, music and movement).
7. Enhance understanding of diversity and media in education and society.
8. Develop skills to plan, implement, assess, and reflect social studies lesson(s) by synthesizing knowledge, teaching strategies, resources, and experiences in social studies curriculum development and practice.
9. Recognize that learning and teaching of social studies are connected to live in the interdependent, global world.
10. Understand different and various perspectives of multiculturalism, globalization and internationalization and apply them into social studies teaching.

## **Course Goals and Outcomes with Standards**

### **Ohio Teacher Standards**

- 2.1** Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.
- 2.5** Teachers connect content to relevant life experiences and career opportunities.
- 7.1** Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
- 7.2** Teachers take responsibility for engaging in continuous, purposeful professional development.

### **Miami University**

- 1a** Evidences depth of academic knowledge and skills.
- 1b** Demonstrates an understanding of the connections between content previously learned, current content, and the disposition to integrate future content.
- 5c** Demonstrates proper conduct as a professional (well groomed, properly dressed, courteous, punctual, etc.).
- 5b** Observes school policies and procedures.
- 5a** Participates in professional and school-sponsored activities.
- 5d** Meets all requirements for professional development within the specific licensure program.

## School of Education, Health and Society

### Vision Statement

The School of Education, Health, and Society will be an innovative leader transforming the lives of those it serves through a holistic, integrated approach that reflects a changing, global society.

### Conceptual Framework

To prepare caring, competent, and transformative educators, who hold the unique responsibility of preparing young people for their responsibilities in a democracy.

## Important Course Policies

### Attendance and Expectation

**Class Sessions** Continual attendance and sincere participation are strongly valued in order to establish our cooperating learning community. **NO use of Cell Phone and Laptop** in the class without discussing with me and our classmates in advance. Please keep in mind that your participation is a significant impact not only on your learning and final class evaluation, but also on your classmates' learning process.

Your attendance and participation will be considered important to make the final evaluation of your works and grades. Thus your final grade will go down 1/3 of a gradation (for example, from A- to B+) **after 1 absence (including illness with doctor's note)**. If you have any serious problems, please contact me **BEFORE** you miss the class in order to find out ways to help you.

**Field Experience** You are expected to attend **all** field experience sessions. Each unexcused absence during your field experiences will be expected to be made up during finals week or at a time convenient for your cooperating teacher. This field experience policy applies to all courses in your block. Grades will be assigned only to students who attend in the field experience.

**Dispositions** Please be aware of your professional behaviors and performance in our university class as well as in your field placement. You are expected to exhibit appropriate attitudes to students, teachers, colleagues, school/university personnel, and professional dress and demeanor. Please refer to the Miami University Disposition Checklist and procedures for your further inquiry.

### Writing

All written assignments should be submitted before the class of the date listed on the syllabus without a persuasive reason. You are expected to **submit** the assignments in class or via Blackboard. All written assignments should be **typed, 1 margins, and 12-point font with Times New Roman**.

### Late Submission

Assignments turned in late (anytime after class on the due date) will have **10% deducted** from the points earned on the assignment since we should fully consider the other students who submit in time.

### Scholastic Integrity

All students are required to read and adhere to the Miami University Student Handbook on academic dishonesty and plagiarism.

**Tentative Course Schedule\***

\* The syllabus schedule is **Tentative**. It will change based on **our** needs, wants, and the other conditions. I will provide you with any change as soon as possible when it occurs.

<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Due Date</b>
1. 1/10	Course Introduction & Overview What is Social Studies? Social Studies from Your Past		
1/12	Who Are You? Should We Teach Social Studies?	Ch.1 & 3	
2. 1/17	Social Studies Curriculum & Teachers	Ch.2	
1/19	Social Studies Curriculum & Teachers (Cont.) Creating Stanley		
3. 1/24	Diversity, Children, & Social Studies	Ch.4 & 5	
1/26	Diversity, Children, & Social Studies (Cont.)	Ch.6 & 7	
4. 1/31	History	Ch.8-10	<b>Who I Am as a Teacher</b>
2/2	History (Cont.)	Ch.11	<b>Stanley (Sec. A)</b>
5. 2/7	History (Cont.); Geography	Ch.18	<b>Group 1</b>
2/9	Geography (Cont.)	Ch.19	<b>Group 2</b>
6. 2/14	Economics	Ch.16	<b>Group 3</b>
2/16	Economics		<b>Exploring a Place</b>
7. 2/21	Citizenship & Community	Ch.13 & 14	<b>Group 4</b>
2/23	Citizenship & Community (Cont.): Social Studies through Arts	Ch.15	<b>Guest Speaker</b>
8. 2/28	Citizenship & Community (Cont.)		<b>Group 5 &amp; 6</b>
3/1	Rationale for Teaching Social Studies		<b>Guest Speaker</b>
9. 3/6 3/8	<b>Spring Break</b>		
10. 3/13	Field Experience Prep.		<b>Stanley (Sec. B)</b>
3/15	Law & Elementary Social Studies		<b>Guest Speaker</b>
11. 3/20- 12. 3/29	<b>Field Experience</b>		
13. 4/3	Field Reflection Instructional Strategies & Assessment	Ch.22 & 23	<b>Field Assignment</b>
4/5	Instructional Strategies & Assessment (Cont.)	Ch.22 & 23	
14. 4/10	Media Education Final Project Guideline	Ch.21	
4/12	Media Education (Cont.)	Ch.20	
15. 4/17	Media Education (Cont.); Global Connection	Ch.17	

4/19	Global Connection (Cont.)		
16. 4/24	Global Connection (Cont.) Final Project Preparation		
4/26	Class Reflection & Evaluation		<b>Final Due: Noon, April 30</b>

### Course Requirements and Expectations

#### Major Assignments

Who I am as a Teacher Essay	15%/ 30pts
Lesson Group Critique	15%/ 30pts
Field Experience Assignment	20%/ 40pts
Exploring a Place	10%/ 20pts
Final	20%/ 40pts
Class Participation & Preparation (e.g., attendance, reading responses, Stanley, discussions, participation in a guest speaker's talk, etc.)	20%/ 40pts

**Total**

**100%/200pts**

#### Grades

#### Grading Scale

A+ 99-100%	B+ 87-89	C+ 77-79	D+ 67-69
A 94-98	B 84-86	C 74-76	D 64-66
A- 90-93	B- 80-83	C- 70-73	D- ~ F Below 63

*\* Grades will be assigned only to students who complete Field Experience.*

#### Evaluation

A	Outstanding and excellent
B	Very good and high achieved
C	Average and acceptable
D	Below average and minimally acceptable
F	Inadequate

### Brief Description of Assignments

#### Who I am as a Teacher

You will be asked to reflect on yourself related to your future career, "teacher." This paper will be included definitions of who you are as a teacher by discussing readings and learning in class. You will particularly explain your cultural heritages, values, beliefs, and philosophy and explain how these shape you as a social studies teacher of young children.

**Lesson Group Critique**

This group project will ask your group to analyze a classroom teaching methodology video clip. A social studies video/topic (e.g., history, economics, geography, etc.) will be assigned to your group to investigate. Each group will have a 15 min. presentation to share their analysis with the other classmates.

**Exploring a Place**

This assignment is an opportunity to interpret a familiar and/or local place as an environment with potential for social studies teaching and learning. You (or a small group of 2-3) will select a place on campus or in Oxford and discuss a list of ideas for using the site as a valuable social studies teaching and learning.

**Field Experience Assignment**

You will plan, teach, and reflect your lesson(s) in the field placement. This assignment will be comprehensive and synthesized so that you look at various aspects of teaching, learning, children, and schooling.

**Final**

This assignment asks you to demonstrate your philosophy, vision, and adaptation of meaningful social studies curriculum development in elementary classrooms. You will be expected to provide comprehensive and thoughtful ideas and statement in a professional way by using classroom readings as well as resources outside of our classroom learning.

**Class Participation, Preparation, & Cooperation**

You are expected to establish a learning environment in which all of us learn best. So please remember to: 1) Respect the other people in our class, 2) Attend all classes and arrive/leave on time, 3) Compose in-class learning activities assignments carefully (some of which will be required to prepare prior to class), 4) Behave responsibly and contribute to group work and discussions, and 5) Avoid using cell phone including texting and updating your Facebook (or any other websites) in class unless it is agreed to use by our entire class.