

Augusta State University
College of Education
Department of Teacher Education
ECED 4342- Early Childhood Social Studies Education I I-Economics, Civics and Government
Curriculum

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Office Hours:
Tuesday - 11:30 – 2:00
Thursday – 11:30 – 2:00

REQUIRED MATERIALS:

Duplass, James A (2008), *Teaching Elementary Social Studies: Strategies, Standards & Internet Resources*. Houghton Mifflin Company: Boston.

LiveText will be used extensively throughout the Early Childhood Education Program and is required by the College of Education.

Teacher Education Website www.aug.edu/teacher_development/

CLASS CALENDAR:

Fall 2009

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|-----------------------------|-----------------------|
| August 17 – September 18 | On Campus |
| September 21 – September 25 | Lab |
| September 28 – October 16 | On Campus |
| October 19 – November 13 | Lab |
| November 16 – December 3 | On Campus |
| November 25 – November 27 | Thanksgiving Holidays |

COURSE DESCRIPTION:

This course will develop an understanding of the conceptual structure of economics, sociology, civics and government, their primary modes of inquiry, the themes and learning standards identified in both the national social studies standards, national economics, and the national civic and government standards. Students will explore the implications of these understandings for formulating instruction and assessment activities in these content areas that are appropriate to K-5 learners. Special emphasis will be placed on instructional approaches that actively engage young learners in concept formulation, skill introduction and development, values, and performance assessment. Students will be expected to apply technology to develop students' higher order skills and creativity. The course represents one of the culminating courses on teaching and learning prior to your full-time apprenticeship in the schools. Prerequisites: Courses in Block I and II.

COURSE OBJECTIVES:

1. Students will be able to explain and demonstrate their understanding of the national and GPS standards/concepts of economics, civics and government; practice the skills of inquiry, decision-making, discovery, concept formation and attainment, and problem solving used in these disciplines; and will incorporate the values, beliefs and attitudes needed for civic competence. CFP 1, 4; ISL 1
2. Students will apply these understandings of what children should be able to understand and be able to do through developmental tasks, lesson and unit planning that accurately reflect the content and skills of the disciplines; and both national and GPS social studies standards that are appropriate to elementary school-aged learners. CFP 4, 7; ISL 1, 2, 3
3. Students will be able to critically analyze print sources (textbooks newspapers and journals, etc) and non print materials (audiovisual, technology, etc) regarding their content accuracy and adequacy; perspective, currency, learner appropriateness, complexity, so that they make critically informed decisions regarding the use of materials in economics, civics and government instruction. Students will be able to apply reading to learn principles in designing, implementing, and evaluating instructional activities that incorporate use of written material of various types. CFP 1, 4, 6, 8; ISL 1, 2, 3, 4

4. Critically analyze and evaluate knowledge, skills and values of young learners in planning social studies instruction and learning assessments. CFP 1, 4, 6, 7, 8; ISL 1, 2, 3, 4
5. Students will become familiar with various electronic as well as print sources of information, data, simulations, area resources (people and places) that illustrate the concepts of the disciplines and that can be utilized in elementary economics, civics and government instruction. CFP 1, 4, 6, 7; ISL 1, 3
6. Students will be able to understand the principles of assessment: diagnostic, formative, summative and authentic, that they apply to measuring social studies learning in the development of assessment protocol, tasks and rubrics and apply sound principles of assessment to youngsters' content, related skills learning and character in economics, sociology, and civics and government instruction. CFP 1, 7, 8; ISL 2, 3, 4.
7. Students will be able to reflect on their own instruction and analyze the impact of their instruction on children's achievement. CFP 9, ISL 5
8. Early Childhood Technology Competency Plan: Standard 3 Teaching, Learning, and The Curriculum
 - Facilitate technology-enhanced experiences that address content standards and student technology standards
 - Use technology to support learner centered strategies that address the diverse needs of students
 - Apply technology to develop students' higher order skills and creativity
 - Manage student learning activities in a technology-enhanced environment

This standard will be achieved through the documentation of lesson plans utilizing technology in grade level content areas. Examples may include but not be limited to use of smart boards, power points, webquests, internet workshops, online discussions, etc.

COURSE POLICIES:

1. Attendance and punctuality are required except in extreme emergencies. The maximum number of absences for this class is two. If you miss class, you are responsible for contacting me and designating another student to pick up any missed handouts/in class assignments (make-up work will then be due the following class period). You may be withdrawn from the class on the third absence. Each tardy will count as one-third of an absence. **Be on time for class!**
2. **All assignments are due as you enter class in hard copy form on the date due OR the class period following the date due if submitted via LiveText.** All LiveText assignments must be submitted by midnight on the date due. Please type all assignments professionally (correct spelling, grammar, punctuation, etc.). **Points will be deducted for spelling and grammatical errors.** Use APA style for references as needed. If you are absent, send your assignment with another student or e-mail me and attach assignment by the beginning of the class.
3. Late assignments will be penalized 10 points per day. They will be penalized 5 points if they are turned in on the day they are due, after the class has met. If an assignment is late, write "late" at the top, along with the date and time the assignment was turned in. Assignments will not be accepted at all three or more days beyond the due date.
4. Some assignments may be revised for a higher grade upon the suggestion of the instructor. It is up to you to try for a higher grade under these circumstances. Revised assignments must be received by the stated date or it will be assumed that you have opted to keep the original grade.

5. Although you may find ideas for some of your assignments in commercial books and teacher's editions, the completed project should be your own. Do not simply copy units or lessons from these or other sources, or from students that have recently taken this class. You must cite the sources you utilized. (See **academic honesty statement** below.)
6. The academic honesty policy outlined in the ASU Catalog applies in this class.
7. Keep your cell phones turned off or on **silent**. Cell phones and beepers are not allowed in most schools. Therefore, do not take them to your lab schools.
8. Student grievances should follow the policy as outlined in the ASU catalog. This means grievances must first be brought to the attention of the instructor.
9. You are expected to check your ASU Campus **Pipeline** Email Account and your **LiveText** account **on a daily basis**.
10. Children should not be brought to class.
11. All papers/projects are to be picked up no later than 2 weeks after the final class.
12. Students with disabilities need to contact ASU's Office of Disability Services at 706-737-1469 to discuss appropriate accommodations.
13. Do not **discuss your grades** with each other.

COURSE REQUIREMENTS:

1. Demonstrate/Present Social Studies Method (75 points) CFP 5,6,7

You will **sign up** to present a teaching strategy (**50 points**) to the class. You will read and study the topic in your text and teach a grade appropriate lesson using the **strategy** with Social Studies content (**government, civics, or economics**) citing the specific **GPS(s)** used. Make the presentation interactive, creative and not more than 15 minutes. Following your teaching presentation, you will give each student a **handout** and give a **summary** (**15 points & 5 minutes**) of your teaching strategy from a teacher perspective. (You are also required to cite all sources and helpful resources utilized (other than the textbook.) The following class period after the presentation, your **reflection** of your teaching experience is due and should be submitted via **Livertext** and **hard copy** (**10 points**). * **Peer Assessment** will also be incorporated into this assignment.

2. Mid-Term (100 points) – October 13th - CFP 1,4,6,7,8

3. Junior Achievement (50 points) – Due: By the end of October

You will sign up to teach in an area school. This is a commitment made to an organization, a school and a teacher so it is important to follow through on your time commitments.

4. Lesson Plans/Reflections (100 points) – Due: November 17th CFP 1-10

You will plan (using the required **Lesson Plan Template**) and teach **4 lessons** in your lab experience. Once you have completed the lab experience, you will turn in your revised lesson plan, lab teacher's assessment and your reflections (using the required **Lesson Reflection Template**) as part of the final grade in this course submitted via **LiveText** and **hard copy**. The lab teacher's assessment will cover the professional qualities and performance assessment categories. *Note: If a student does not pass the course-related lab experience, they will not receive a passing grade in the course.*

5. Elementary Social Studies Project (75 points) – Due: Dec. 3rd CFP 1,2,3,4,6,7

This will be a project developed by you that is linked to a GPS(s) standard to use in your future classroom to enhance an **economic, civics or government standard** (K-5). Tying this project into your four lessons is recommended. Some possibilities could include but are not limited to a board game, mock trial, children’s literature book, original song, etc. This work must be **original** as well as **creative**.

6. Class Assignments (100 points)

- * **GPS** Grade level appropriate standards brought to class/checked. (10 points) **Due: 8/20**
- * **Checklist** for scanning the Teacher Education Website (10 points) **Due: 8/27**
- * **Video Review** - www.learner.org/resources/series166.html - (Must be at least 25 minutes in duration and be an elementary teacher teaching a Social Studies concept.) (20 points) – **Due: 9/15 (Submitted via LiveText & hard copy)**
- * **Interview / Reflection** (20 points) – **Due: 9/29(Submitted via LiveText & hard copy)**
- * **Educational Terminology Crossword Puzzle** – (15 points) – **Due: 10/8**
- * **Textbook/Article Reflective Reading Assessments** (25 points) – Assessments taken at the beginning of class on pre-assigned reading topics/articles.

Summary:

Presenting a Textbook Chapter = 75 points
Mid-Term = 100 points
Elementary Social Studies Project = 75 points
Lesson Plans/Lesson Reflections = 100 points
Junior Achievement = 50 points
Daily class assignments = 100 points

Grading Scale:

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|----------------------|----------------------|
| 450 – 500 points = A | 300 – 349 points = D |
| 400 – 449 points = B | < 300 points = F |
| 350 – 399 points = C | |

ECED 4342 COURSE CALENDAR

*Dates are tentative based on the progress of the class.

**** READ THE ASSIGNED CHAPTERS BEFORE CLASS!**

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|--------------------|---|
| <i>August 18</i> | Course overview, Introductions |
| <i>August 20</i> | <u>Topic 3: Character Education / K-5 GPS Standards Due</u> Social Studies Methods Presentation Sign-Up |
| <i>August 25</i> | Junior Achievement Sign-up First Social Studies Methods Presentation |
| <i>August 27</i> | <u>Topic 4: Citizenship Education/Teacher Ed. Website Checklist Due</u> Social Studies Methods Presentation |
| <i>September 1</i> | <u>Topic 19: Economics, Standards & Internet Resources</u> Social Studies Methods Presentation |
| <i>September 3</i> | <u>Topic 21: Government, Standards & Internet Resources</u> Social Studies Methods Presentation |

- September 8* ASU Holiday
- September 10* **Topic 22: Social Sciences, Topical Approaches, & Internet Resources**
Social Studies Methods Presentation
- September 15* **Topic 25: Textbooks & S.S. Instruction/ Video Review Due**
Social Studies Methods Presentation
- September 17* **Topic 26: Children’s Literature & Social Studies Instruction**
Social Studies Methods Presentation
Discuss Lab Expectations
- SEPTEMBER 21 – SEPTEMBER 25 – LAB EXPERIENCE**
- September 29* **Topic 32: Strategies & Direct & Indirect Instruction/Interview Due**
Social Studies Methods Presentation
Discuss Lab Experiences
- October 1* **Topic 33: Concept Formation**
Social Studies Methods Presentation
- October 6* **Topic 34: Active vs. Passive Learning**
Social Studies Methods Presentation
- October 8* **Topic 35: Critical Thinking Skills/Crossword Puzzle Due**
Social Studies Methods Presentations
Review for Mid-term
- October 13* **MID-TERM**
- October 15* **Lab Expectations/Quality “Lesson Plans” Discussions**
Bring “In-Progress” Lesson Plans to class
Go over Mid-Term
Social Studies Presentation
- OCTOBER 19 – NOVEMBER 13 – LAB EXPERIENCE**
- November 17* **Topic 36: Problem-Solving & Decision Making**
Evaluate Lab Experiences
- November 19* **LESSON PLANS/REFLECTIONS DUE**
Topic 37: Values Formation
- November 24* **Social Studies Projects (Independent work)**
- November 26* **Thanksgiving Holiday**
- December 1* **Computer Lab Time – *Websites – Research**
*Refer to Topic 28: Primary Documents & Realia &
Topic 29: Charts & Statistics
- December 3* **ELEMENTARY SOCIAL STUDIES PROJECTS DUE**
SHARING OF PROJECTS/LAST DAY OF CLASS