

**Augusta State University  
College of Education  
Department of Teacher Education**

**ECED 3241- Early Childhood Social Studies Education I-Geography and History Curriculum**

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**Office Hours:**  
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**REQUIRED MATERIALS:**

Duplass, James A (2008), *Teaching Elementary Social Studies: What Every Teacher Should Know*. 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/](http://www.aug.edu/teacher_development/)

**CLASS CALENDAR:**

**Spring 2009**

Tuesdays – 5:30 – 8:45

March 10 – May 5

**COURSE DESCRIPTION:**

This course will develop an understanding of the conceptual structure of geography and history, their primary modes of inquiry, the themes and learning standards identified in both the national social studies standards and the national history 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. Prerequisites: Courses in Block I

**COURSE OBJECTIVES:**

1. Students will be able to explain and demonstrate their understanding of the central concepts of geography and history; and practice the skills of inquiry used in these disciplines. 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 geography and history 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 geography and history 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 geography and history 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

### Course Policies

1. Attendance and punctuality are required except in extreme emergencies. The maximum number of absences for this class is one. You may be withdrawn from the class on the second absence. Each tardy will count as one-third of an absence. **Be on time for class!** Designate another student to pick up any missed handouts!

2. **All assignments are due as you enter class in hard copy form on the day due and if due in LiveText by midnight on the day due.** Always make an **extra copy** and turn in to instructor 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 regular 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.

### **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 (geography and history) citing the specific GPS(s) used. Make the presentation interactive, creative and not more than 20 minutes. Following your teaching presentation, you will give each student a **handout (15 points)** and give a **summary (5-10 minutes)** of your teaching strategy from a teacher perspective. The following class period after your presentation, you will turn in a **reflection** of your teaching experience (**10 points**) via Livetext and hard copy.

#### **2. Mid-Term (100 points) – April 14 - CFP 1, 4, 6, 7,8**

#### **3. Elementary Social Studies Project (75 points) – Due: May 5 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 a **geography or history standard (K-5)**. Some possibilities could include but are not limited to a board game, mock trial, children's literature book, etc. This work must be **original** as well as **creative**.

#### **4. ISL (150 points) – Due: April 28 CFP 1-10**

☺ **You will plan and teach 5 lessons in your classroom or another grade level.**

##### **ISL: (Impacting Student Learning)**

\*Develop an integrated curriculum design/unit for use with students in the classroom. The focus will be on embedding standards, instructional models and application of real world connections.

\* **Submit via Live Text.**

**Objective of an ISL: To document and report the success (growth) of your work with one or more students.**

**Use the ISL template provided in Live Text under the course assignments. Relevant documents should be attached. Proofread your report before submitting it.**

**Unit Plan Overview:** In your ISL unit, you will be creating a unit plan for a Social Studies GPS(s). Your unit should include the bold faced items from sections 1, 2, 3, 4, 5 & 6.

1. **Section 1** – Overview of unit/Demographic information covering the five contexts
2. **Section 2** – Management Plan and Communication Tool (Parent Letter/Newsletter/Class Policy/Introductory Letter)
3. **Section 3** - Pre-assessment data on each student, insert pre-test and a graph or table showing how you will display information gathered from pre-test, list of learning objectives
4. **Section 4** – Instructional Unit (lesson plans, differentiated instruction, technology) consisting of 5 age-appropriate engaging lessons on the unit content. (Follow directions to insert and use **lesson plan template** available in Livetext.)
5. **Section 5** - Post-Assessment data on each student, insert post-test and a graph or table showing how you will display information gathered from post-test and compare to pretest results, analyze assessment data to see if learning objectives were met,
6. **Section 6** - Summary/Conclusion & Reflections/Self-Assessments of your teaching strengths and weaknesses covering sections 1-4 of your ISL.

Tips:

- You do not give the Pre-Test on the first day of the lesson plan unit. It is given **before** the unit of study to help you plan and design the lessons.
- You must include student friendly definitions with your New Vocabulary.

## 5. Class Assignments (100 points)

GPS Grade level appropriate standards brought to class/checked. (10 points) **Due: 3/17**

Checklist for scanning the Teacher Education Website (20 points) **Due: 3/17**

Video Review (Must be at least 25 minutes in duration and be an elementary teacher teaching a Social Studies concept.) (25 points) – **Due: 3/24(Submitted via LiveText)**

Interview / Reflection (25 points) – **Due: 3/31 (Submitted via LiveText)**

Educational Terminology Crossword Puzzle – (20 points) – **Due: 3/31**

### Summary:

Presenting a Textbook Chapter = 75 points

Mid-Term = 100 points

Elementary Social Studies Project = 75 points

ISL – 150 points

Daily class assignments = 100 points

### Grading Scale:

450 – 500 points = A

400 – 449 points = B

350 – 399 points = C

300 – 349 points = D

< 300 points = F

## ECED 3241 COURSE CALENDAR

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

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

**March 10** Course overview, Introductions  
**Topic1: What is Social Studies Education?**  
**Topic 2: Social Studies Knowledge**  
**Topic 9: Choreography of Instruction**  
Social Studies Methods Presentation Sign-Up

***\*SATURDAY, MARCH 14<sup>TH</sup> – IMPACTING STUDENT LEARNING CONFERENCE – ASU***

**March 17** **K-5 GPS Standards Due/Teacher Education Website Checklist Due**  
**Topic 14 & Topic 15: Alternative & Traditional Assessment**  
**Topic 18: History, Standards, & Internet Resources**  
Social Studies Methods Presentation – Topic 38: Modeling & Metacognition

**March 24** **Video Review Due**  
**Topic 20: Geography, Standards, and Internet Resources**  
**Topic 28: Primary Documents & Realia**  
Social Studies Methods Presentation – Topic 39: Lecture

**March 31** **Interview/Reflection Due/Educational Terminology Crossword Puzzle Due**  
**Topic 30: Creating & Interpreting Maps**  
**Topic 31: Chronological Thinking & Timelines**  
Social Studies Methods Presentation – Topic 40: Analogies  
Mid-Term Review

***APRIL 6 – APRIL 10 - SPRING BREAK***

***April 14***

**Mid-Term Exam**

**Topic 34: Active vs. Passive Learning**

Social Studies Methods Presentation – Topic 42: Concept Organizers  
Computer Research (See Topics 10, 11, 12 for Internet Resources & Ideas)  
Lesson Plan Development

***April 21***

**Topic 25: Textbooks & S.S. Instruction**

**Topic 26: Children's Literature & Social Studies Instruction**

Social Studies Methods Presentation – Topic 45 (also see 43): Self-Directed Learning  
Learning Centers

***April 28***

**ISL Due**

**Topic 32: Strategies & Direct & Indirect Instruction**

**Topic 33: Concept Formation**

Social Studies Methods Presentation – Topic 46: Role Playing & Games

***May 5***

**ELEMENTARY SOCIAL STUDIES PROJECTS DUE**

**SHARING OF PROJECTS/LAST DAY OF CLASS**

**Topic 35: Critical Thinking Skills**

**Topic 36: Problem-Solving & Decision Making**

Social Studies Methods Presentation – Topic 49: Video & Sound Recordings