

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

**ECED 3241 - Early Childhood Social Studies Education I - Geography and History in K-5
Curriculum**

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Office Hours:

Mon.12:00 to 5:0 –Tues.1:00 to 5:00- Thur.1:00 to 3;00

Required Texts:

Duplass, James A. Teaching Elementary Social Studies 2nd. Ed.

Livertext

Required Web Sites:

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 geography 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, performance assessment. Prerequisites: Courses in Block I.

Course Objectives:

1. Students will demonstrate their understanding of the central concepts of geography and history; and practice the skills of inquiry used in these disciplines.
2. Students will apply these understandings to lesson and unit planning that accurately reflect the content of the disciplines and that are appropriate to elementary school aged learners.
3. Students will be able to critically analyze textbook and non-textbook materials 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.
4. 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.
5. Students will be able to apply sound principles of assessment of youngsters' content and related skills learning in history and geography instruction.

Course Requirements:

1. Social Studies Unit for Lab
2. History paper – a five page paper on family history
3. ISL during lab. – to be discussed in class
4. School-based lab - **NOTE: If a student does not pass the course-related lab experience, they will not receive a passing grade in the course.** Lab tasks include the following: The lab setting provides an opportunity for students observe and participate in social studies teaching and learning. It allows students to become familiar with current materials, curriculum and resources available for social studies instruction. Above all, it allows students to practice applying their understandings of social studies and social studies instruction, evaluate these practices and receive feedback on their performance.
5. Creative lesson that involves “art or literature”
6. Mid-term based on readings
7. Final exam based on readings

LAB TASKS:

- A. **Rationale:** The lab setting provides an opportunity for students:
- to observe social studies teaching and learning,
 - to become familiar with currently used materials, curriculum guides, and available resources,
 - to practice applying their understandings through teaching,
 - to evaluate, and reflect those applications for purposes of further refinement, and
 - to receive helpful feedback on their performance.
- B. **First Week:** During the first week **September 22 through September 26**, you will be: 1) involved in getting to know the students you are going to teach; 2) profiling learners' characteristics for lesson planning by reviewing learner developmental characteristics, the learning environment and reviewing available information for determining learner profiles; 3) reviewing/administering any diagnostic tests to help develop learner profiles, and/or use the data the teacher has available, and then plan the five lessons; and 4) discussing the curriculum you will be teaching with the lab teacher. It is imperative that you assess the elementary students' knowledge of the curriculum before planning lessons. In addition, during the first week you should begin to learn youngsters' names, class procedures and routines, and participate in assisting the teachers and youngsters when appropriate. As part of the first week, explore with your master teacher, what social studies topics will be taught during the lab period from **October 20 to November 14** and plan together a unit of about five days (**if possible**) of sequenced lessons to be taught with agreement of the student's lab teacher during the last two weeks of the lab. These lessons should take place during the following four-week lab period. These teaching opportunities should focus on a topic that fits with the teacher's schedule and should fit within the regular curriculum of the class. **Criteria** (Use Departmental Lesson Plan Format): 1) **Focus Question:** A question that focuses the lessons' objectives and learning outcomes for the learner. 2) **Purpose:** Why this lesson should be taught. 3) **Objective(s):** What the learner(s) should be able to do as a result of this lesson. Each lesson should contain one to two measurable and observable objectives, with the appropriate national and QCC objectives labeled, and at least three of the five lessons should address history and/or geography standards depending on appropriateness for a given lesson. 4) **Pre-Assessment:** What types of diagnostic assessment(s) were employed and what consideration was given to previous profiles of students. How you determined or will determine (4a) that the objective is appropriate for all learners and (4b) at what level learners may be expected to meet the objective. **Reminder:** Be sure to address learner characteristics in lessons from predetermined profiles of learners. 5) **Set Induction:** How you will introduce the lesson to get the learner interested and attentive to the lesson. 6) **Development or Procedures:** How you will teach the lesson. At least three of methods listed below under daily lesson plans should be included as well as organizational strategies, provisions for individual differences, types of interaction, and types of questions. 7) **Closure:** How you will end the lesson, clarify the objectives, evaluate the lesson, etc. 8) **Follow-up Activity or Assignment:** (if applicable). 9) **Materials and Resources.** 10) **Evaluation:** How you will determine and/or record whether, or to what extent, the learners met the objective or objectives. A formative/authentic assessment of the objectives will need to be administered on daily basis and the utilization of a summative evaluation at end of the five lessons. Describe the types of and details of your assessment tools: formative, summative and authentic, and evaluate the impact and effectiveness of your instruction from the employment of these various tools. The elementary students should be actively involved in every lesson. The unit should reflect the issues discussed in class and reading dealing with meaningful and reflective social studies teaching.
- C. **Unit Plan:** The Unit should contain a **Unit** list of planned objectives, a **Unit** list of diagnostic test(s) for profiles, **Unit** list of planned formative, and summary assessments, a **Unit** list of resources, and the intended **Unit** grade level. Each lesson should be focused on the unit topic and teach new information. The unit must contain a discussion of learning environment, diagnostic data, a profile for describing students in your class, and how these have affected your planning for the unit. This activity will be concluded before the four week period.
- D. **Four Week Lab:** Throughout the lab from , the students should observe and assist in class; paying particular attention to teacher's questioning and activity strategies; examine the library and media center for materials that will support social studies instruction; consider ways in which their teaching opportunities can support and enhance instruction in other areas of the curriculum. The students should confer regularly with the teacher regarding their preparation for the classes, which they will be

teaching during lab. The students will provide the teacher with an unit plan, daily lesson plans for each day and an observation/ feedback form through which the teacher can identify impressions, areas of strength and needs for further improvement in the student's understanding and performance (Lab Evaluation: Professional Qualities and Performance Assessments). The students should maintain a reflective journal in which they detail their reflections on the kind of teaching, questioning, activities, materials, and assessments they see modeled during the lab placement.

- E. In the follow-up lab from March 17 to April 18, you will teach **five** social studies lessons to the whole class (**IF possible**). The lab teacher must approve your lessons at least two weeks in advance of your teaching. Through a **reflective journal**, you will need to evaluate your teaching by using your previous profiles of elementary student's learning, daily formative/authentic assessments, observations, your summative assessment, and/or your appraisal of your own performance. The **reflective journal** should include: 1) a discussion of how the daily lessons went 2) how well your objectives were met for all learners, 3) what activities did you employ and their effectiveness, 4) the influence of your teaching on the elementary students' learning- daily and during the overall lab experience 5) how your daily plans changed, and 6) your future plans for teaching social studies have changed. The lab teacher's assessment will employ the lab evaluation of professional qualities and performance assessment categories.

Departmental Lesson Plan Format for each lesson:

1) **Focus Question:** A question that focuses the lessons' objectives and learning outcomes for the learner. 2) **Purpose:** Why this lesson should be taught. 3) **Objective(s):** What the learner(s) should be able to do as a result of this lesson. Each lesson should contain one to two measurable and observable objectives, with the appropriate national and QCC objectives labeled, and at least three of the five lessons should address economics, culture, civics and government standards depending on appropriateness for a given lesson. 4) **Pre-Assessment:** What types of diagnostic assessment(s) were employed and what consideration was given to previous profiles of students. How you determined or will determine (4a) that the objective is appropriate for all learners and (4b) at what level learners may be expected to meet the objective. **Reminder:** Be sure to address learner characteristics in lessons from predetermined profiles of learners. 5) **Set Induction:** How you will introduce the lesson to get the learner interested and attentive to the lesson. 6) **Development or Procedures:** How you will teach the lesson. At least three of methods listed below under daily lesson plans should be included as well as organizational strategies; provisions for individual differences; types of interaction; and types of questions. 7) **Closure:** How you will end the lesson, clarify the objectives, evaluate the lesson, etc. 8) **Follow-up Activity or Assignment:** (if applicable). 9) **Materials and Resources.** 10) **Evaluation:** How you will determine and/or record whether, or to what extent, the learners met the objective or objectives. A formative/authentic assessment of the objectives will need to be administered on daily basis and the utilization of a summative evaluation at end of the five lessons. Describe the types of and details of your assessment tools: formative, summative and authentic, and evaluate the impact and effectiveness of your instruction from the employment of these various tools. CFPs 1, 4, 6, 7, 8; ISLs 1, 2, 3, 4, 5

Did you discuss your lessons with your teacher and secure your lab teacher's approval before teaching the lessons? Be sure to get your lab teacher's endorsement (signature) for lessons taught prior to your return to campus.

Topics for discussion:

1. The nature of the social studies - what is social studies
2. The standards - national and state
3. The lesson and its elements -unit planning
4. Lesson types - teaching strategies - Lesson Methodologies
5. Reading and writing and social studies skills
6. As may arise

<u>Grades:</u>	<u>Percentage of final grade</u>
History Paper	20
Creative project/lesson	20
Mid term	20
Lab/unit	20
Final exam	20

NOTE: If a student does not pass the course-related lab experience, they will not receive a passing grade in the course.

Grading:

What do grades really mean?

A = Exceptional organization and performance in all facets in the course. Defines own standards beyond those established. Places subject in context of outside readings.

Demonstrates the ability to ask pertinent questions as well as answer them.

B = Physically and mentally alert to standards. Places subject in context to other classes. Answers questions independently and may formulate useful questions.

C = Physically and mentally present. Passive acceptance and repetition of subject.

Answers questions with cueing. Draws some parallels to other experiences.

D = Inability to understand or accept the basic standards. Physically and/or mentally absent too often.

F = Massive indifference to standards of behavior and scholarship.

Class Attendance:

The resources of Augusta State University are provided for the intellectual growth and development of the students who attend. A schedule of courses is provided for the students and faculty to facilitate an orderly arrangement of the program of instruction. The fact that classes are scheduled is evidence that attendance is important and students should, therefore, maintain regular attendance if they are to attain maximum success in the pursuit of their studies.

It is recognized that the degree of class attendance may vary with the student, the professor, or the course. It is also recognized that, on occasions, it may be necessary for the student to be absent from scheduled classes or laboratories for personal reasons. On such occasions, all matters related to student's absences, including the making up of work missed, are to be arranged between the student and the professor.

All professors will, at the beginning of each semester, make a clear statement to all their classes regarding their policies in handling absences. Professors will also be responsible for counseling with their students regarding the academic consequences of absences from their classes or laboratories. Students are obligated to adhere to the requirements of each course and of each course professor.

A student must not be absent from laboratory periods, announced quizzes and tests, or final examinations unless the reasons for the absences are acceptable to the concerned professors. A student should also understand that he or she is responsible for the academic consequences of any absences.

After the equivalent of one and one half weeks of absences from a class, regardless of cause, the student is subject to being withdrawn from the class at the discretion of the instructor. A student so withdrawn may appear before a board of review appointed by the Academic Policies Committee for reinstatement. In the event a student is reinstated, he or she is fully responsible for making up all work missed while the case was pending.

Academic Honesty

In an academic community, honesty and integrity must prevail if the work done and the honors awarded are to receive their respect. The erosion of honesty is the

academic community's ultimate loss. The responsibility for the practice and preservation of honesty must be equally assumed by all of its members.

Definition: Academic honesty requires the presentation for evaluation and credit of one's own work, not the work of others. In general, academic honesty excludes:

1. Cheating on an examination of any type: giving or receiving, offering or soliciting information on any examination. This includes the following:
 - a. Copying from another student's paper.
 - b. Use of prepared materials, notes, or texts other than those specifically permitted by the instructor during the examination.
 - c. Collaboration with another student during an examination.
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any other material purported to be the unreleased contents of an upcoming examination, or the use of any such material.
 - e. Substituting for another person during an examination or allowing such substitution for oneself.
 - f. Bribery of any person to obtain examination information.
2. Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such acknowledgment should occur whenever one quotes another person's actual works, whenever one appropriates another person's ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.
3. Collusion is collaboration with another person in the preparation or editing of notes, themes, reports, or other written work or in laboratory work offered for evaluation and credit, unless such collaboration is specifically approved in advance by the instructor.
4. Credential misrepresentation is the use of false or misleading statements in order to gain admission to Augusta State University. It also involves the use of false or misleading statements in an effort to obtain employment or college admission elsewhere, while one is enrolled at Augusta State University.

Faculty Responsibility: It is the duty of the faculty to practice and preserve academic honesty and to encourage it among students. The instructor should clarify any situation peculiar to the course that may differ from the generally stated policy. He or she should furthermore endeavor to make explicit the intent and purpose of each assignment so that the student may complete the assignment without unintentionally compromising academic honesty. It is the responsibility of the faculty member to provide for appropriate supervision of examinations.

Student Responsibility: It is the duty of the student to practice and preserve academic honesty. If the student has any doubt about a situation, he or she should consult with his or her instructor.

Procedures: Upon encountering a violation of academic honesty by a student, a faculty member should:

1. Confront the student and make the charges known.
2. Discuss the matter thoroughly with the student so that each position is clearly delineated.
3. Decide what action is appropriate.
4. Remind the student to refer to the Student Academic Appeals and Student Academic Grievances procedures outlined below.

If the action is less severe than a "WF" for the course:

1. Report the violation and the action taken to the chairperson of the department in which the violation occurred, who will then report the matter to the Dean of that College.
2. Decide whether the incident shall be made part of the academic dishonesty file in the office of the Vice President for Academic Affairs.

If a "WF" for the course:

3. Notify the Dean of the College through his/her departmental chairperson and initiate a "WF" withdrawal form. At this point, the matter shall be reviewed by a departmental committee, the chairperson, or the Dean.

4. If those reviewing the matter do not agree with the interpretation of the evidence or with the action taken by the faculty member, they may ask him/her to reconsider. After reconsidering the matter, the faculty member may stand by the original decision and forward the "WF" withdrawal form to the Dean.

5. If those reviewing agree with the faculty member, the withdrawal form shall be forwarded to the Dean.

The Dean shall:

1. Review each faculty member's recommendation for a "WF" for the course, check the academic honesty status of the student via the academic dishonesty file, and either let the "WF" stand or make some other recommendation. The final decision shall be made by the faculty member.

2. If the "WF" is to stand, the Dean shall send the withdrawal form to the Registrar and request the Vice President for Academic Affairs to enter the violation in the academic dishonesty file.

3. Notify the student in writing of the action taken, remind the student of his/her right to appeal as outlined below, and inform the student that if he/she plans to appeal, the appeal must be filed within three calendar days.

4. Notify the involved faculty member in writing of the action taken.

The Vice President for Academic Affairs shall:

1. Upon a student's second offense requiring a "WF" for a course, expel the student from Augusta State University and direct the Registrar to enter the phrase "Ineligible to Register" on the student's permanent record.

2. Maintain the academic dishonesty file so that all appropriate administrators have access to the record of violations but also so that the student's rights to limited access shall be safe-guarded.

Should the student desire to appeal the decision for punitive action, he or she shall notify the appropriate Dean, who will ask the Academic Policies Committee to arrange a hearing in the manner set forth below in this catalog under ***Student Academic Grievances***.

Student Disability

Students with disabilities need to contact ASU's Office of Disability Services at 706-737-1469 to discuss appropriate accommodations.