

ESOC 3420
Social Studies in Elementary Classrooms

Fall 2009
MW 9:15 – 10:30am
Room 627

**Portions of this syllabus have been adapted from Dr. Martha Alleksaht-Snider's Fall 2009 syllabus.*

Instructor: Dr. Cheryl Fields-Smith
class or by appt.

Office Hours: After

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Course Description: This course is an introduction to social studies instruction for elementary school

children; content selection, lesson and unit planning, teaching methods, materials, and evaluation strategies. The course also includes a field experience component.

Course Goals :
and

1. To provide students with knowledge and purposes of the social science humanities learning goals of the Georgia Performance Standards (GPS) for Social Studies and the National Council for the Social Studies (NCSS).

2. To develop pedagogical practice related to implementing the GPS and NCSS
Including lesson planning, unit planning, teaching strategies, and assessment of student learning.

3. To facilitate development of students' rationale-based, or beliefs-based Practice related to teaching social studies in elementary schools.

integration
4. Develop and practice integration within social studies disciplines and among other content areas.

Early Childhood Teacher Preparation Program Conceptual Framework

The conceptual framework for educator preparation programs in the College of Education states that the college “aspires to prepare exemplary, reflective professionals to serve a diverse global community” (see <http://ncate.coe.uga.edu/framework>). The Early Childhood Program shares that aspiration and seeks to prepare exemplary and reflective teacher educators, researchers, and teachers of young children by committing ourselves to the standards for early childhood education of the Georgia Professional Standards Commission (<http://www.gapsc.com/TeacherEducation/Rules/Rules.asp>), the GSTEP Standards (<http://www.coe.uga.edu/gstep>) and the National Board of Professional Teaching Standards (NBPTS). As we develop our understandings of social studies teaching in diverse contexts, we will consider the ways in which we are addressing and developing skills outlined in the above teaching standards.

Academic Honesty Policy

This course will adhere to the academic honesty policy of the university. All of your work is expected to meet the standards of the ‘Culture of Honesty’ policy. Students should refer to the university website for these guidelines.

(<http://www.uga.edu/honesty/>). All submitted work must be original with the ideas of others openly acknowledged and cited.

Course Texts: Inspired by the Bank Street Model, there are no textbooks to buy for this course. However, **required** readings will be assigned and provided via ELC or as a handout.

Course Requirements

- 1) **Attendance, punctuality, and participation**
- 2) **Current Event Assignment**
- 3) **Civic Engagement Assignment Plan**

1. Attendance, punctuality, and participation

This class requires your attendance, punctuality, and your active participation during class discussions and activities. Each unexcused absence will result in a deduction of 5 points from your overall course average. Medical-related absences will be excused with doctor’s notes. Students will be advised of the excused/unexcused status of their absences as they occur. Students are strongly advised to contact the instructor PRIOR to any absences when possible.

2. Class Assignments

Assignments will be given in class in connection to the topic of study. Some assignments will be conducted through class activities and others will be assigned as homework. Field experience assignments for the field placement will be included in this category. Details will be provided separately.

3. Current Event Assignment

In pairs, students will select a current event to present to the class. Current events should be related to the social studies topics, concepts, and skills taught in elementary classrooms (pre-K – 5). Students will develop lessons related to their selected current event. Students are encouraged to also consider ways to integrate other content subject area skills and concepts in their lessons. For example, Students will submit the current event article and a mini-lesson plan based on the current event or a reflection on the relationship of the current event to teaching social studies to elementary school students, whichever is most appropriate. Students will be graded on appropriateness of the current event, development of mini-lesson/presentation, and relevance to teaching social studies in pre-k – 5th grade classrooms, including connections to the GPS.

4. Civic Engagement Assignment, Plan (5%) (Due September) and Museum of Practice Presentation (10%) Due December

Choose a governance, policy, or service activity on campus or in the local community or at your field placement school to attend and become involved with in some way. For your plan, write a brief (3 paragraphs) statement about what you plan to do, why you chose this activity, a timeline for when you will complete the activity, and an idea for how you will present about your experience in the Museum of Practice session at the end of the semester.

5. Rationale Statement for Social Studies Instruction in Elementary Schools

Students will write a rationale statement based on their reflections on class readings and discussions. Rationales will serve as students' response to the question, "Why teach social studies?" In answering this question, please consider how your background (class, race, ethnicity, gender, religion, geographic locale, family attributes, funds of knowledge, etc.) and experiences influence your attitude and beliefs about social studies.