

| Date | Topic | Readings |
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| August 16 and 23 | Introduction Community building What are the social studies? What are we teaching for? The “look” of democratic classrooms | <i>Core Characteristics of Classrooms that Serve Democratic Societies.</i> <i>What Constrains Meaningful Social Studies Teaching?</i> Excerpts from NCSS <i>Curriculum Standards for Social Studies.</i> |
| August 30 | Planning to teach social studies Georgia Performance Standards | Hoge Chapter 1, 2, and 3 Georgiastandards.org |
| September 6 | Culture Group presentation | Hoge Chapters 6, 12, and 15 Nieto <i>Affirmation, Solidarity, and Critique: Moving Beyond Tolerance in Multicultural Education.</i> |
| September 13 | Time, Continuity, and Change Group Presentation | Websites (American Memory, Avalon, Library of Congress) Excerpts from <i>Common Sense</i> , MLK, Jr., and Wamsutta James. |
| September 20 | People, Places, and Environments Population Connection workshop Group Presentation | Readings from populationconnection.org Hoge Chapter 7 |
| September 27 | Individual Development and Identity Group Presentation | Vygotsky Zone of Proximal Development Hoge Chapter 10 |
| October 4 | Individuals, Groups, and Institutions Group Presentation | Hoge Chapter 11 <i>Rethinking Schools The Truth About Helen Keller</i> |
| October 11 | Power, Authority, and Governance Group Presentation | Sections of United States Constitution, <i>Cato’s Letters</i> , John Locke, and Aristotle. Hoge Chapter 9 |

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| October 18 | Production, Distribution, and Consumption Group Presentation Morgan Spurlock's <i>30 Days on Minimum Wage</i> | Barbara Ehrenreich excerpts from <i>Nicked and Dimed: On not getting by in America</i> Hoge Chapter 8 |
| October 25 | Science, Technology, and Society Group Presentation Mid-term reports due | TBA |
| November 1 | Global Connections Group presentation | Hoge Chapter 16 |
| November 8 | Civic Ideals and Practices Group Presentation | Hoge Chapters 13 and 17 Dr. Hoge <i>We the People</i> |
| November 15 | The myth and reality of Columbus | Loewen Chapter One Jane Yolen's <i>Encounter</i> |
| November 22 | Holiday—no class!:)) | |
| November 29 | Present Final Projects | TBA |
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ESOC 3420
Teaching Social Studies in the Elementary School
Early Childhood Block
Fall, 2006

Instructors: Linda Hekimoglu Dr. Lew Allen
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Office Hours: By appointment

Class Meetings: W 1:25-4:25 Room 319 Aderhold

Field Dates:

Course Description: This course provides an introduction to social studies instruction with elementary children within a framework of critical inquiry. Topics include: content selection, lesson planning, and development of teaching objectives related to instructional and philosophical goals for student learning. ESOC 3420 includes both classroom and field experiences.

College of Education

Framework: The college of education aspires to prepare exemplary, reflective professionals to serve a diverse global community; it seeks to achieve that end through teaching, scholarship, outreach, and partnership at the local, national, and international levels.

Course Standards: Course content based on curriculum standards of the National Council for the Social Studies (NCSS) (www.ncss.org) and Georgia Professional Standards (www.georgiastandards.org).

Course Goals:

- * To facilitate a learning environment where pre-service teachers may develop a rationale for teaching that answers the questions of “How do we use social studies to promote democracy in the classroom?”
- * To assist pre-service teachers in planning engaging lessons which reconcile personal teaching rationales with Georgia Performance Standards.

Required Text:

Hoge, J. (2005). *Effective Elementary Social Studies*. Digitaltextbooks.biz.

**This text is in disc format and may be ordered online at www.digitaltextbooks.biz

On the first day of class, students will be given a bibliography with additional readings for projects. Other readings listed in the syllabus will be available on Webct or as class handouts.

Classroom Climate: The goal of this class is to prepare preservice teachers to effectively plan and teach concepts in social studies to young learners. In order to develop methods that support the students' active engagement in the learning process, we will discuss developmental issues that impact the cognitive, social, and emotional development of young learners. At the same time, we will examine the overarching purpose for public school in America and examine how to create and nurture young learners in an environment that models community building. We will seek to create democratic classrooms where participation is shared by all. We will discuss (and debate) what constitutes "active citizenry" in the United States, and we will model many strategies and methods useful with field placement activities and with the goal of developing thoughtful, engaged learners.

Course Requirements:**Attendance:**

In democratic classrooms, every voice is essential in building a community of learners. Therefore, missing class is detrimental to the overall success of everyone's learning. However, we understand that illness, family emergencies, or other unavoidable circumstances may arise during the course of the semester. The attendance policy for ESOC 3420 is as follows: One absence will be allowed; in the event of a second absence, the student will need to complete an assignment that relates to the topic of the day missed and share their assignment with the class. In the event of a third absence, the student's grade will be lowered one letter grade. **If a significant medical condition exists that might require a modification of this policy, please inform the instructors as soon as possible so accommodations may be made.

Participation in all class activities (this includes class and small group discussion, journals/webct discussions, and group presentations). As with attendance, class engagement depends on participation from all. We encourage discussion and debate that represents diverse perspectives and the class will be most interesting and informative when everyone participates.

On-time completion of readings and written assignments. Due dates will be flexible; as participants in a democratic classroom, student input is essential to learning. We will talk as a group to shift due dates when necessary. In addition, if individual conflicts

arise, we encourage the individual to speak with instructors and work out an alternative due date.

Grading will be as follows:

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| *Class Presentation | 100 points |
| *Journal/Webct | 100 points |
| *In class Participation | 100 points |
| *Field Experience Work | <u>100 points</u> |
| Total possible: | 400 points |

*Criteria for specific assignments will be discussed in class.

All academic work must meet the standards contained in “A Culture of Honesty”. Students are responsible for informing themselves about the standards before performing any academic work.

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.