CURRINS 323-001  
Teaching Social Studies: Early Childhood  
3 Undergraduate Credits  
Fall, 2013

Syllabus

Instructor: JoAnne M. Williamson  
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Email: williajp@uwm.edu  
Office Hours: By appointment  
Location: Enderis 109  
Time & Day: Mondays 4:30PM – 7:10PM

Description

An examination of the purposes of social studies education with work in the schools with the content selection, educational process and the nature of inquiry. Prereq: Jr standing; admission to school of education

Wisconsin State Standards addressed in this course:

Standard #1 A Liberal Arts Foundation with Strong Content Knowledge.

Standard #2 Developmental Framework, Placing the Learner at the Center.

Standard #3 Addressing Differences and Disabilities.

Standard #4 A Repertoire of Instructional Strategies, Including Culturally Responsive Pedagogy.

Standard #7 State of the Art Curriculum and Strategic Planning for Instructions.

Standard #8 Assessment to Ensure Student Success

Objectives

You will:

1. gain knowledge about the content areas that are part of social studies in the early school years.
2. become knowledgeable about social studies standards as the national, state, and local levels and identify how your planning is related to standards.
3. learn how to develop and use goals and student knowledge and skill statements to guide planning in the social studies.
4. develop effective ways of building a teaching unit, including planning for assessment and learning activities that build on and extend students’ knowledge with decisions about what is worth knowing.
5. locate an assess resources that extend your knowledge of social studies content and may be applied to teaching.
6. understand teaching strategies that may be applied to social studies and to the development of classroom community.
7. extend your understanding of culture in the classroom and how it embeddedness in your work as teachers is represented and experienced.

Texts


Learning and Assessment in the Course

Following are descriptions of the course requirements and assessments, which will reflect your learning.

1. **Attendance and participation** I expect that you will attend class regularly and that you will complete reading assignments prior to class time as indicated on the course schedule. Your preparation before class and your engagement during class are important to the learning process. Attendance is reflected in your final grade.

2. **Classroom social studies investigation.** You will conduct an examination of the social studies curriculum in an elementary school classroom (Kindergarten through third grade). This will include observing during a social studies lesson, looking at any possible written materials (textbooks, curriculum guides, district benchmarks), interviewing the teacher, and interviewing a couple children. You will write a summary of what you learned about the curriculum within this classroom.

3. **Personal social studies investigation.** You will research a question of interest within the social studies content areas. This should be a question that sparks your curiosity and about which you would like to know more. You will write a summary of how you conducted the investigation, what you learned, and how you could use this information for teaching social studies to young children. You may not use the content you investigate if it is something that is not typically taught to young children, such as a topic of world history, but then your charge
will be to identify a “big idea” or overarching understanding from this area that could be meaningful in the early childhood curriculum.

4. **Readings journal** At four points during the semester, you will hand in a journal of reactions and thoughts that follow your reading assignments. You will have both general and reading-specific questions to think about. The purpose of this assignment is to assist in your thoughtful reading throughout the semester.

5. **Unit project** Working in a team, you will write a social studies unit plan. The unit will follow the planning framework we examine this semester, including goals, a plan for assessment, activities that will be included, and some lesson plans in detail. You will present your unit to the class.

Summary of evaluations criteria:

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/participation</td>
<td>80</td>
<td>20%</td>
</tr>
<tr>
<td>Classroom social studies investigation</td>
<td>80</td>
<td>20%</td>
</tr>
<tr>
<td>Personal social studies investigation</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td>Readings journal</td>
<td>80</td>
<td>20%</td>
</tr>
<tr>
<td>Unit project</td>
<td>100</td>
<td>30%</td>
</tr>
</tbody>
</table>

**TOTAL = 390 points (100%)**

Grades will be assigned on the following scale:

- **A** = 93 -100%  (364 - 390pts)
- **A-** = 90-92%  (359 - 363pts)
- **B+** =87–89%  (348 – 358 pts)
- **B** =83-86%  (323 – 347 pts)
- **B-** =80-82%  (315 -322 pts)
- **C+** =77-79%  (301 - 314pts)
- **C** =73-76%  (285- 300pts)
- **C-** =70–72%  (273 - 284pts)
- **D+** =67–69%  (262 - 272pts)
- **D** = 63-66%  (246 - 261pts)
- **D-** =60-62%  (234 - 245pts)
- **F** = 0-59%  (0 - 233pts)
Policies

Attendance: Class sessions are an important component of learning. Therefore, it is expected that you will attend all sessions unless you are ill or have an unavoidable conflict. If you are absent, you are responsible for handing in an assignment due that day as soon as possible (see below for late assignments). Attendance/participation points will be lost for absences unless some arrangement is made to complete substitute work. **Substitute work is available for any missed class session.** To achieve the full points for attendances/participation your attendance should be on time as well.

Assignment make up work: If you believe you could make a better effort on an assignment (with the exception of the exam), you can re-write your work. Any revisions of a written assignment are due no later than two weeks after the original work is returned to you. If you re-write any assignment, the revised grade will substitute for the grad originally given to your work.

Conduct: You are expected to contribute to class dialogue and activities (some will be whole group and some will be with small groups). While not all students may feel comfortable being active discussants in all situations, you also participate by listening. In addition, you are expected to be respectful of fellow classmates and the ideas they express, and of cultural, racial, ethnic, religious, gender, and individual differences. Social studies content inherently reflects values and culture, and there are many “hot topics.” Dialogue about these is constructive when people can express their opinions while also allowing others to express opinions that may differ. Differing opinions can be a source of thought and growth rather than disrespect. Both the instructor and other students are a source of learning.

Academic misconduct: Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. 
http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm

Confidentiality: As you observe in schools, please do not discuss what you see and hear outside of our class to respect the confidentiality of those involved. When discussing what you have observed and writing your assignments, please do not use the real names of children or adults.
Late assignments: If you are ill or otherwise are unable to hand in an assignment on time, contact me as soon as you know that the assignment will be late (on-time is defined as by 7:00p.m. on the due date). An assignment is considered to be a paper or one of the journal entries you will be writing (note this does not include work completed as part of class attendance). No assignment will be accepted more than two weeks past the due date. One late due date can be negotiated during the semester without an effect on your subsequent grade for the assignment. If a second assignment is submitted late, your grade on the assignment will be decreased by 10%. Any subsequent assignments not handed in on time will be assigned a failing grade.

Accommodations for students with disabilities: If you have an identified disability that may affect your performance in this class, schedule an appointment (no later than the thread week of class) so that provisions can be made to ensure that you have an equal opportunity to meet all the requirements of the course. [http://www4.uwm.edu/sac/SACltr.pdf](http://www4.uwm.edu/sac/SACltr.pdf)

University Policies: Secretary of the University Web site contains the following University policies: [http://www4.uwm.edu/secu/SyllabusLinks.pdf](http://www4.uwm.edu/secu/SyllabusLinks.pdf)

Religious observances: Accommodations for absences due to religious observance should be noted. [http://www4.uwm.edu/secu/docs/other/S1.5.htm](http://www4.uwm.edu/secu/docs/other/S1.5.htm)

Students called to active military duty: Accommodations for absences due to call-up of reserves to active military duty should be noted. Students: [http://www4.uwm.edu/current_students/military_call_up.cfm](http://www4.uwm.edu/current_students/military_call_up.cfm)

Incompletes: A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work. [http://www4.uwm.edu/secu/docs/other/S31.pdf](http://www4.uwm.edu/secu/docs/other/S31.pdf)

Discriminatory conduct (such as sexual harassment): Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. [http://www4.uwm.edu/secu/docs/other/S47.pdf](http://www4.uwm.edu/secu/docs/other/S47.pdf)

Complaint procedures: Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy. [http://www4.uwm.edu/secu/docs/other/S49.7.htm](http://www4.uwm.edu/secu/docs/other/S49.7.htm)

Grade appeal procedures: A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school
in which the course resides. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School.
http://www4.uwm.edu/secu/docs/other/S28.htm

Other: The final exam requirement, the final exam date requirement, etc.
http://www4.uwm.edu/secu/docs/other/S22.htm

Selected Academic and Administrative Policy 24.5, Firearms and Dangerous Weapons Policy.
**Course Schedule:** In the event of disruption of normal classroom activities for any reason, the format for this course may be modified to enable completion of the course. In that event, you will be provided an addendum to this syllabus that will supersede this version.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Read</th>
<th>Due</th>
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<tbody>
<tr>
<td>9/9</td>
<td>Introductions: Reviewing the work</td>
<td>Parker-Ch.1 Quest 1 &amp; 3</td>
<td>Your definition of social studies</td>
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<tr>
<td></td>
<td>What is Social Studies &amp; Why Teach it?</td>
<td>NCSS – pg 5-25; reflect</td>
<td>(in class)</td>
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<td></td>
<td></td>
<td>Mindes (2005)</td>
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<tr>
<td>9/23</td>
<td>Planning to Teach Social Studies Resources</td>
<td>D’Addesio, Grob, Furman, Hayes and David (2005)</td>
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<td></td>
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<td>- Find out which libraries and museums in your state have internet sites. Choose one that deals with social studies subject matter and create a plan to help your students explore it online. - Visit Google Earth or National Geographic’s XPeditions (be prepared to share your findings n class</td>
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<tr>
<td>9/30</td>
<td>Planning continues Teaching Strategies</td>
<td>Parker – Ch 9; Quest. 3</td>
<td>Journal 1</td>
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<tr>
<td></td>
<td></td>
<td>Moll, Armanti, Neff, Gonzalez (1992)</td>
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<tr>
<td>10/7</td>
<td>Teaching History</td>
<td>Steinhouse (2009)</td>
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<td></td>
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<td>Barton (1997)</td>
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<tr>
<td>10/14</td>
<td>Teaching politics &amp; economics</td>
<td>Brophy (1999)</td>
<td>Class Investigation</td>
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<td>Hansen (2005)</td>
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<td>10/21</td>
<td>Geography Citizenship and Values</td>
<td>Parker Ch. 3; Quest. 1</td>
<td>Journal 2</td>
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<td></td>
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<td>Hofmann (205)</td>
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<td></td>
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<td>Vartuli (2005)</td>
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<tr>
<td>10/28</td>
<td>Assessments</td>
<td>Parker- Ch. 7; Quest. 1</td>
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<td></td>
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<td>- List each of the assessment samples provided in this chapter. Then discuss how each</td>
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</table>
could be used formatively or summatively. Alleman & Brophy (1999)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
<th>Notes</th>
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<tbody>
<tr>
<td>11/4</td>
<td>Tackling assessments</td>
<td>Wiggins &amp; McTighe: Ch. 7 (read only)</td>
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<td></td>
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<td>Mongomery (2001)</td>
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<td>11/25</td>
<td>Anti- Biased Curriculum</td>
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<td>Personal Investigation</td>
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<td>12/2</td>
<td>Drama and Literature</td>
<td>Feeny, Moravick (2005)</td>
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<td>12/9</td>
<td>Unit Presentations</td>
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<td>Journal 4</td>
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<tr>
<td>12/16</td>
<td>Unit Presentation</td>
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Bibliography of additional readings:


