

**Dewar College of Education and Human Services
Valdosta State University
Department of Early Childhood and Special Education**

**ECED 4400
THE SOCIAL SCIENCES AND TECHNOLOGY IN EARLY CHILDHOOD EDUCATION
3 SEMESTER HOURS**

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

The Dispositions Principle: Productive dispositions positively affect learners, professional growth and the learning environment.

The Equity Principle: All learners deserve high expectations and support

The Process Principle: Learning is a life-long process of development and growth.

The Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

The Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

The Impact Principle: Effective practice yields evidence of learning.

The Technology Principle: Technology facilitates teaching, learning, community- building and resource acquisition.

The Standards Principle: Evidence based standards systematically guide professional preparation and development.

InTASC Model Core Teacher Standards*

(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learners' decision-making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from [http://www.ccsso.org/Documents/2013/2013 INTASC Learning Progressions for Teachers.pdf](http://www.ccsso.org/Documents/2013/2013%20INTASC%20Learning%20Progressions%20for%20Teachers.pdf)*

COURSE DESCRIPTION

ECED 4400. Social Science Methods in Early Childhood. 3 Hours.

Prerequisite: [ECSE 2999](#). A study of the content, curriculum, methods, and technology to support instruction in the social sciences in grades P-5. [ECED 4690](#) or a practicum placement approved at the program level is required as a corequisite of this course

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

- Georgia Standards of Excellence for Social Studies K-5 (GSE)
- National Council for Social Studies (NCSS)

Additional handouts as required

Text: Parker, W. & Beck, T. (2017). Social studies in elementary education. (15th ed.). Boston: Pearson.

COURSE OBJECTIVES (*Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses*).

Teacher candidates will:

1. **Analyze and use the content, scope, and sequence of social studies required in the Georgia mandated P-5 social studies standards including history, geography, economics, and government/civic understandings. (InTASC S4, S7, CPL2.1)**

2. Use effective, research-based strategies for planning and implementing social studies curriculum. (InTASC S2, S4, S5, S7, S8, CPL2.1, CPL 2.2, CPL2.3)
3. Effectively use technology to support planning, implementing, and assessing social studies curriculum. (InTASC S4, S5, S6, S7, S8, TL3.1, TL3.3, CPL2.1, CPL 2.3)
4. Identify a variety of teaching resources and developmentally and age appropriate instructional content, curriculum materials, and teaching strategies that respect diversity and support multicultural education for all students. (InTASC S2, S4, S5, S7, S8, DL2.1, DL 2.2, CPL2.3)
5. Develop and use appropriate, authentic, and varied assessments to evaluate and report students' learning. (InTASC S6, AL2.1, AL2.2)
6. Identify and use children's literature that can be used to teach social studies content and concepts. (InTASC S4, S5, S7, CPL2.1, CPL 2.3)
7. Identify specific strategies and management practices to support students with diverse needs. (InTASC S2, S4, S5, S7, S8, DL2.1, DL 2.2, CPL2.3)
8. Plan and implement a developmentally and age appropriate social studies lesson in a 1-3 grade classroom. (InTASC S6, S7, FL 1.3, CPL 2.1)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. **Lesson Plan:** Organize, plan, implement a lesson to include attention to instructional materials and the development of a rubric to assess students' work for the social studies lesson. The plan will incorporate a Georgia Standards of Excellence for Social Studies for the grade level for which the lesson is planned. The lesson must meet the needs of all students regardless of cultural, racial, economic, and/or social backgrounds and/or special needs. A lesson plan development form will be completed prior to lesson plan submission. The lesson plan will follow the requirements of the department lesson plan format. The lesson plan will be posted on LiveText and sent to me for review on the lesson plan due date. (CO 1, 2, 4, 7)
2. **Sources of Information:** Teacher Candidates will respond to discussion questions and collect sources of information that can be used to guide the planning and teaching of specific social studies content. Technology will be used to research the topic content, teacher resources, student resources, children's books, field trips, and community resource people. Instructions for the project will be provided in class. (CO 1, 2, 3, 4, 5, 6, 7)
3. **Multigenre Project:** Teacher candidates will develop a multigenre project based on a Social Studies **History** Georgia Standards of Excellence standard to guide the planning and teaching of social studies content. Technology will be used to research the topic, locate teacher/student resources, and complete the project for presentation in class. Directions and topic for completing the project will be provided in class. (CO 1, 2, 3, 4, 5, 6, 7)
4. **Instructional Multimedia Presentation:** Students will use technology to design a Multimedia presentation appropriate to use with social studies instruction for children with diverse achievement levels, race, gender, and other differences for specified grade levels in one of the following areas: **geography, government/civic understanding, or economics standards**. Directions for topic and completing the project will be provided. (CO 1, 2, 3, 4, 7)

5. **Web Resource Analysis:** Locate and analyze a website relevant to a social studies area of interest NOT used in a project listed above. Complete the enclosed ANALYSIS chart (attached) and provide an electronic copy for your classmates. Teacher candidates will share and direct peers through this web site in class. (CO 1, 2, 3, 4, 7)
6. **Test 1:** Teacher candidates will complete test 1 that addresses the content of the textbook, in-class activities, and lectures. (CO 2, 4)
Test 2: Final Examination: Teacher candidates will complete test 2 as the final exam that addresses the content of the textbook, in-class activities, and lectures. (CO 2, 4)
7. **Participation**

PROFESSIONALISM – PARTICIPATION – PREPARATION – PROFESSIONALISM - PROOFREADING

There will be ample opportunity for each class member to become a full class participant. Active participation in class activities, discussions, sharing ideas, asking pertinent questions, and reviewing material (outside of class) will enhance your personal and professional growth.

Participation is defined as attentiveness, active note taking, responding to questions posed by the professor, enthusiastic involvement in small and large group discussions, activities, and demonstrations, discussing out of class reading assignments, and asking appropriate questions. **Preparation** means having read and reviewed assigned readings and notes from previous classes in order to *be ready to discuss* at least three (3) major points on these issues *in class*. **Professionalism** includes being respectful of your classmates' and professor's comments and opinions, being respectful and courteous toward others, providing a space for yourself and others to share, turning in assignments and bringing requested materials to class as due, and arriving on time. Also under this category is keeping chatter to a minimum and not using cell phones, laptops, tablets, etc. during class time unless instructed to do so.

Proofreading includes presenting your best work in a professional manner and quality representative of a teacher candidate. Use of APA should be reflected throughout your work, with spelling, Standard English and correct grammar/punctuation is expected. Neatness is also considered in this category. **IF YOU ARE NOT IN ATTENDANCE, YOU CANNOT EARN**

PARTICIPATION POINTS FOR THAT CLASS. 75 points. (CO 1, 8, 9)

To protect the confidentiality of others videotaping and/or audiotaping is not permissible without the express written consent of the professor. The use of cell phones and other electronic devices (i-Pads, laptops, tablets, etc.) is restricted during class unless the class activity necessitates the use of such devices. As a courtesy to others devices should remain off unless authorization is given by the professor for the use of such devices.

Please see additional handout for elaboration on syllabus content.*

COURSE EVALUATION

Assignments	Points	Your Points
1. Lesson Plan/Implementation	100	
2. Sources of Information	100	
3. Multigenre Project	50	
4. Instructional Multimedia Presentation	50	
5. Web Resource Analysis: TL _{3.1, 3.3} *This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.	50	
6. Test 1	25	
Test 2	25	

7. <i>Class participation, professionalism, and preparation: 10 points per missed class session (3 late entries and/early departures or a combination the two will count as one missed class) AFTER FIRST absence.</i>	75	
<p><i>Total Points Possible</i></p> <p><i>All assignments are due at the beginning of class. Any assignments submitted late will incur a deduction of 10% per day beginning with the due date of the assignment. This rule applies even if you are absent on the due date. Assignments will not be accepted if they are more than 5 days late. All assignments submitted will be evaluated as is; assignments may not be done over or resubmitted. It is your responsibility to read and follow directions the first time.</i></p>	475	

A = 427- 475 B = 380 - 426 C = 333 - 379 Below 333 is considered failing for this course.

ATTENDANCE POLICY -

This is an activity-based class; you must participate to be successful. You are expected to attend every class for the full session. Tardiness and/or early departures (10-15 minutes) three (3) times will count as one absence and will be reflected on your Teacher Candidate Dispositions review at the end of the semester. Each absence, after the first, will result in the deduction of ten (10) points from participation points. Students are expected to arrive promptly for every class and to call or email the instructor in the case of an emergency. If you are absent, please ask another member of the class to collect handouts and other materials distributed in class to ensure that you have all the course materials. You are responsible for any assignments due even if you are absent.

See the University policy below for additional information

VSU Attendance Policy: "The University expects that all students shall attend all regularly scheduled class meetings held for instruction or examination... Instructors are required to maintain records of class attendance... It is recognized that class attendance is essentially a matter between students and their instructors. Instructors must explain their absence policy in the course syllabus. All students are held responsible for knowing the specific attendance requirements as prescribed by their instructors and for the satisfactory make-up work missed by absences. When students are compelled for any reason to be absent from class, they should immediately contact the instructor. **A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course**" (*VSU Undergraduate Catalog*).

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

HB 280

For information regarding House Bill 280 (Campus Carry) please review content at http://www.usg.edu/hb280/additional_information. (This page contains an overview of the policy and FAQs.)

For additional information please review content at

<http://www.valdosta.edu/administration/finance-admin/police/campuscarry/>

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Access Statement: Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

Title IX Statement: Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.