

SALISH KOOTENAI COLLEGE
SOCIAL STUDIES AND YOUNG CHILDREN
Course Syllabus
ECED 305

COURSE INFORMATION

- A. Number: ECED 305
- B. Title: Social Studies and Young Children
- C. Credits: 3
- D. Offered Winter Quarter
- E. Time/Location: TBD

INSTRUCTOR INFORMATION

- A. Instructor: Doug Ruhman
- B. Office: Education Building Room 124
- C. Office Hours: Mon. and Wed., 8:00-11:00 a.m.
- D. Telephone: 275-4763
- E. Email: doug_ruhman@skc.edu



REQUIRED MATERIALS

No textbook is required for this course. Handouts and other resources will be provided by the instructor as required. A current and active SKC email account will be needed.

COURSE DESCRIPTION

Social Studies and Young Children provides students with opportunities to create, implement and evaluate developmentally and individually appropriate learning experiences that foster cultural and character education in children age zero to eight. In addition, students plan, implement and evaluate lessons for young children that support learning in the social studies disciplines of history, geography and economics. Curricular activities are linked to national standards and state guidelines.

Prereq: ECED 130; ECED 113

Coreq: None

COURSE RATIONALE

Curriculum and instruction cover a wide range of areas including general instruction and specific subjects. Early educators must be competent in all areas of curriculum and instruction including social studies. It is essential that early childhood professional educators understand not only what to teach, but when to teach it. Early educators must have a strong understanding of social studies content as well as the learning process in order to promote an understanding of social studies disciplines such as history, economics and geography along with supporting cultural and character education.

PEPP Standards and InTASC Principles Supported in this Course:

Montana PEPP Standards	InTASC Principles	Critical Assignments: <i>All students enrolled in this course must complete these assignments at a satisfactory level.</i>
<p>PEPPS 10.58.531 q.(iv) demonstrating knowledge, understanding, and use of the major concepts and modes of inquiry from the social studies, the integrated study of history, government, geography, sciences and other related areas to promote students' abilities to make informed decisions as citizens of a culturally diverse democratic society, including the cultural diversity of American Indians and tribes in Montana, and interdependent world</p> <p>SKC Division of Education <i>Guiding Principle E</i></p>	<p><u>InTASC Principle 4. Content Knowledge:</u> <i>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 these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</i></p> <p><u>InTASC Principle 5. Application of Content:</u> <i>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.</i></p> <p><u>InTASC Principle 7. Planning for Instruction</u> <i>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.</i></p>	<p>Four learning plans with background knowledge focused on history, economics, geography, culture and citizenship.</p>

COURSE OBJECTIVES:

As a result of having taken this course candidates will be able to:

1. Demonstrate an understanding of the social studies disciplines and explain why knowledge of these disciplines is important to young children. (S-1, S-4)
2. Describe the relevance of cultural and character education in early childhood.
3. Demonstrate the ability to foster creative thinking and problem solving. (S-1, S-4)
4. Determine techniques to include all children in social studies education. (S-1, S-3, S-4)
5. Develop, implement and evaluate developmentally appropriate activities that teach the disciplines of social studies including geography, economics and history. (S-1, S-3, S-4)
6. Design, implement and evaluate developmentally appropriate activities that promote cultural and character education. (S-1, S-2, S-3, S-4)
7. Modify learning plans to accommodate culturally, linguistically and developmentally diverse learners.
8. Explore standards and guidelines for social studies education. (S-4, S-5)
9. Evaluate own knowledge and practice regarding social studies education. (S-5)

CULTURAL RELEVANCY

A focus of this course is cultural education in young children.

Candidate Objectives:

1. Determine techniques to include all children in social studies education.
2. Develop and implement learning activities that promote cultural education in young children.
3. Explore and explain the unique teaching considerations connected to teaching social studies to Native children in tribal communities.

CRITICAL THINKING

This course will engage candidates in critical thinking by having them apply and critique information. As well, candidates will foster critical thinking in children.

Candidate Objectives:

1. Create modifications of learning activities to individualize for children's needs and learning styles.
2. Participate in group activities and discussions that utilize critical thinking skills such as problem solving skills and self-evaluation techniques.
3. Demonstrate the ability to foster creative thinking and problem solving.

COMMUNICATION

Candidates are expected to demonstrate effective oral communication skills when participating in classroom discussion as well as when engaging children in social studies activities. Candidates will demonstrate satisfactory writing skills through completion of course projects.

Candidate Objectives:

1. Demonstrate effective oral communication skills when participating in class assignments.
2. Design and implement social studies, cultural education and character education activities with respect to national standards and state guidelines. Plans will demonstrate satisfactory writing skills.

CITIZENSHIP

Candidates will engage in observation and practice teaching in settings in the larger community, outside the SKC campus. A central focus of the course content is the role of the person within the community, and what it means to be a citizen.

Candidate Objectives:

1. Complete and document successful observations and teach a sample SS lesson in an early childhood setting.
2. Provide evidence of ability to plan and implement learning activities relevant to citizenship and life in a democratic society.

ATTENDANCE POLICY

As an adult learner in this class, you are a co-creator in the content of the course. To bring meaning to the course content you will be asked to participate in discussion, group work, presentations, critique classmate presentations, and other class activities. A variety of class activities, discussions and presentations will be conducted throughout the course. These cannot be made up, therefore your absence forfeits the opportunity to learn from the activities.

Students are expected to be on time for class and to stay until the designated time set for dismissal. If a student must leave early he/she must inform the instructor(s) at the beginning of class. Communication with the instructor is very important; if students know that they will have to miss a class, they must contact the instructor ahead of time. As stated above, there is no way to make up what is covered in class whether absence is considered "excused" or unexcused. The course is designed for students to be in attendance at all times. If an absence is needed, students should arrange for someone in the class to pick up handouts and other information and materials that were presented. Late arrivals or early departures during scheduled meeting times will result in a reduction of earned attendance points.

COURSE REQUIREMENTS

Students in this course will be required to complete the following assignments:

1. Complete assigned readings and written reflections (100 pts)
2. Turn in a completed SS Resource Notebook (100 pts)
3. Plan and present two SS lessons for class (50 pts. each x 2 = 100 pts)
4. **Field teach** two SS lessons and submit **evaluation docs** (50 pts. each x 2 = 100 pts)
5. Maintain excellent attendance and participation
(10 class meetings x 10 pts. each = 100 pts)

TOTAL = 500 points

GRADING

Grading will be based on the total points earned for course assignments, according to the chart below:

450 - 500 = A
400 - 449 = B
350 - 399 = C
300 - 349 = D
Below 300 = F

CREDIT HOURS

Following the SKC Credit Hour policy, to meet the identified objectives of this 3 credit course, delivered over a 10 week term, student should expect the following commitment of time:

- 3 hours/week classroom or direct faculty instruction and group activities
- 6 hours or more of out-of-class time, including homework, each week.

ACCOMMODATIONS

Reasonable accommodations are provided for eligible students with identified disabilities. The College complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students may contact the College's Disability Officer, Linda Pete (linda_pete@skc.edu, 406.275.4968) or consult the SKC web page for Students with Disabilities for more information.

The faculty reserves the right to change the course syllabus or course content. Students will be provided advanced notice of changes in writing.

ENSURING STUDENT SUCCESS

The SKC Student Success Team is available to help you if you are having difficulties at SKC. The Team is available to help you with tutoring, adjusting to college life, time management, reading, study skills, personal issues, and more. We are located in the Late Louis Caye Building and you are welcome to drop-in at any time. Please contact the Success coaches to help you; James Steele, Jr 275-4712 and Laura Ginsburg at 275-4711.

**ECED 305 Social Studies and Young Children
History, Geography, Economics, and Citizenship Lessons**

**ECE TEP Stage II
NAEYC Standard 5: Content Knowledge and Curriculum
Portfolio Section / InTASC Principle 4**

Student _____ Instructor _____

Date: _____

Level of Performance:	0 Unacceptable	1 Developing	2 Proficient	3 Exemplary
<p>PEPPS 10.58.531 q.(iv)demonstrating knowledge, understanding, and use of the major concepts and modes of inquiry from the social studies, the integrated study of history, government, geography, sciences and other related areas to promote students' abilities to make informed decisions as citizens of a culturally diverse democratic society, including the cultural diversity of American Indians and tribes in Montana, and interdependent world</p> <p><i>InTASC Principle 4</i></p> <p><i>SKC DoE GP: E</i></p>	<p>Lessons are not developed according to the format provided. Sections of the lesson plan are poorly developed, inadequate, or lacking in any clear purpose. One or more sections of the lesson write-up are missing entirely.</p>	<p>Lessons are incomplete, or are inconsistent in following the format provided. Objective may be unclear or unmeasurable. Assessments not tied to objectives in a logical or clear manner. Numerous (more than 3) grammatical errors present.</p>	<p>Lessons are clearly expressed, and reflect a sound understanding of the various SS disciplines. Lessons are well developed in terms of both content and structure. Very few or no grammatical errors are evident in the write-up.</p>	<p>Candidate demonstrates proficient skills at an advanced degree or at a master teaching level. This score is reserved for those who demonstrate skills of an experienced teacher who is able to mentor others.</p>

Score: _____

Comments:

ECED 305 Social Studies and Young Children

Notebook Guidelines

Student name:

Part 1: Content

75 points

Are all the following elements present?

earned:

1. Course materials (syllabus, etc.)
2. Handouts and Readings
3. Class notes
4. Lessons and Returned Assignments

Part 2: Organization / Presentation

25 points

Is the notebook well organized?

earned:

Are there dividers/tabs that make access easy in the future?

Does the notebook reflect the student's unique character in some way?

Notebook TOTAL /100: