

Social Science Content for Early Learning

ECED 261

Course Syllabus

Course Information:

- a. **Number:** ECED 261 **Title:** Social Science Content for Early Learning
- b. **Credits:** 3
- c. **Prerequisite:** none
- d. **Corequisite:** none
- e. **Availability:** This course is offered in Spring quarter.
- f. **Time/Location:** Mon. and Wed., 12:30 – 1:50 p.m. Stevenson Educ. Bldg. Rm. 114

Instructor Information:

- a. **Instructor:** Doug Ruhman
- b. **Office:** Education Building, Room 124
- c. **Office Hours:** Mon. and Wed. 8:30 – 11:30 a.m.
- d. **Office Phone:** (406) 275-4763
- e. **eMail:** doug_ruhman@skc.edu

Required Materials:

Social Studies Content for Elementary and Middle School Teachers

by Penelope Fritzer 2nd Edition Pearson, (2009)

ISBN-10: 0137011253 ISBN-13: 978-0137011254

Available online or through the SKC Bookstore

Course Description:

Social Science Content for Early Learning provides early childhood teacher candidates with the knowledge, understanding, and use of the major concepts and modes of inquiry from the social sciences: the integrated study of history, government/civics, economics, geography, 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 the interdependent world.

Course Objectives:

Upon completion of this course, students will be able to...

A. General Course Objectives

1. ...describe the basic concepts and modes of inquiry relative to geographic literacy, including tools that measure and analyze the physical world, and foundational concepts of geography.
2. ...identify ways that place-based identity impacts learners and citizens in general, including the importance of culturally significant places in American Indian communities in Montana and elsewhere.
3. ...describe the basic concepts and modes of inquiry relative to economics, including the foundational principles of scarcity, distribution, trade, currency, and family/work systems.
4. ...identify ways that economic factors influence the lives of people in Montana's Indian communities.
5. ...describe the nature and fundamental concepts of history, including concepts of time and continuity, primary sources, bias in historical records, and figures in historical contexts.
6. ... identify ways that events in history and aspects of the historical record have impacted tribal communities today.
7. ...describe the basic concepts and modes of inquiry relative to structures of government, systems of power and authority, citizenship, and civic responsibility.
8. ...identify the norms of selected indigenous and western systems of society and governance, and the ways they have influenced each other.

C. Cultural Knowledge Objectives

1. ...explore and describe connections between social science principles and local tribal belief systems.
2. ...investigate and learn local knowledge and cultural practices which relate to social science concepts.

D. Citizenship Objectives

1. ...explore and describe connections between social science content and issues and concepts that affect local and regional communities
2. ...apply social science concepts to Flathead Reservation structures of governance and power.

E. Communication Objectives

1. ...impart information to the class and instructor relevant to social science content using oral presentation skills and a variety of media tools
2. ...share personal insights and reactions to class learning and readings using reflective journaling, reading reaction papers, and other written forms

Montana PEPP / InTASC Standards 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 Principles: A, B, E</i></p>	<p>INTASC Principle 4. Content Knowledge: <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>INTASC Principle 5. Application of Content: <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>INTASC Principle 7. Planning for Instruction <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 Requirements:

Social Science Learning Plans (20 pts ea. x 4 = **80 pts**)

For each of the four principal disciplines of social sciences that are addressed in early learning settings (Geography, Economics, History, and Culture/Citizenship), students will produce a 1-2 page overview expressing the fundamental concepts, tools of inquiry, and important concepts inherent in the discipline. These essays will be distributed throughout the course, as each respective content area is addressed in class. A scoring rubric will be provided to students, along with a detailed assignment sheet. More information on these assignments will be provided at the beginning of the course.

Reading Responses (5 pts ea. x 10= **50 points**)

During each class session there will be assigned reading from the textbook, handouts and/or web-based resources. At the beginning of the following class, the material will be discussed and a short write-up will be due. This "Reading Response" should include a brief summary of the material presented in the assigned readings and 1-2 questions for the class to discuss. More details on this requirement will be covered at the beginning of class.

Attendance and Participation (10 pts/week=**100 points**)

Attendance is very important in this class, as concepts will build on each other

and missed in-class activities and discussions cannot be made up. If a student knows that they will have to miss a class, they MUST contact the instructor ahead of time and make arrangements. More than 4 missed classes (6 hours) will result in a required withdrawal from the class. All missed assignments must be made up within 1 week of due date.

 **Quizzes (30 pts ea. x 4 = 120 points)**

Throughout this course there will be 4 short quizzes covering the material from class and from the readings. Study guides and review sessions will be provided.

 **Final Project (150 points)**

In this course you will present a summative project that is related to the course content in some meaningful way. You will be responsible for a 3-5 page writeup on a social sciences topic, and you will need to present this project to the class in the last week of the quarter. Presentations will be short, about 10-15 minutes each. More information, including a detailed assignment sheet, will be provided at the beginning of the course.

The total number of points possible = 500

Credit Hours:

Following the SKC Credit Hour policy, to meet the identified objectives of this course, this 3 credit course, delivered over a 10 week term will approximate:

3 hours/week classroom or direct faculty instruction

In addition, out-of-class student work will approximate a minimum of 6 hours each week.

Grading:

Grades will be assigned as follows: (500 points total possible points)

450 or more points = A
400 - 449 points = B
350 - 399 points = C
300 - 349 points = D
below 300 points = F

Attendance Policy:

This class is largely interactive and learning occurs through participation in class discussions, presentations, and activities that are impossible to be duplicated outside of class. Therefore, it is required that students attend all class sessions. Participation is graded at 5 points/class. Late-arriving students receive a deduction of 2 points; 30 min. or more of absence will result in no points. An opportunity for make-up work is provided on an individual basis for emergency situations if the instructor is contacted and informed. Students missing more than 3 sessions (6 hours of class) without make-up work will be referred to the SKC retention officer and will likely be dropped from the class. Group assignments or reaction papers done in class cannot be made up. **Students are expected to arrive on time for class and stay until the designated time for dismissal.** If you have an emergency and cannot make it to class, **PLEASE** contact the instructor ahead of time and explain the circumstances. I will make every attempt to be fair. If you contact me, I will work with you. If you fail to do so, points will be adjusted accordingly.

In the event of emergency medical / health problems or extended absences for other reasons, students will be expected to meet the requirements of the course using outside-of-class methods such as phone/email/internet resources. It is the **student's** responsibility to communicate with the instructor to make sure that class assignments/requirements are completed if absences occur.

Help and 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 261 Social Science Content for Early Learning
History, Geography, Economics, and Citizenship Essays**

**ECE TEP Stage I
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> <i>SKC DoE GP: A,B,E</i></p>	<p>Learning plans are not developed according to the format provided. Sections of the plan may be poorly developed, inadequate, or lacking in any clear purpose. One or more sections of the write-up are missing entirely.</p>	<p>Plans 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 5) grammatical errors present.</p>	<p>Plans are clearly expressed, and reflect a sound understanding of the various SS disciplines. Plans 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: