Overview:

This course will provide a theoretical and instructional framework for understanding and implementing an appropriate and authentic social studies curriculum during the preschool and primary years (P-3). The course will reflect current thinking about both content and instructional strategies for the social studies curriculum, and will include identification and review of extant standards and expectations for learning outcomes for all children. The relationship of social studies to other content areas will be explored, and strategies for integrating content to create a rich, meaningful curriculum will be emphasized. The importance of social, economic, and cultural contexts for development and education will be a primary focus of this course. Students will observe children’s understanding of their social world within their field placements and will have opportunities to explore these understandings through interviews with children and the implementation of social studies activities.

Objectives:

Upon completion of the course, students will demonstrate evidence of the following skills and meet the following professional standards:

1. Identify the nature and content of early childhood social studies (NAEYC: 1, 4, 5; COE: Subject Matter, Learners, Curriculum, Social and Cultural Contexts; InTASC: 4, 5, 6, 7, 8).
2. Determine the developmental appropriateness of the goals and objectives of the social studies curriculum, and identify the developmental and learning theories which influence the construction of the social studies curriculum (NAEYC: 1, 2, 4, 5; COE: Learners, Curriculum, Social and Cultural Contexts; InTASC: 1, 2).
3. Understand the nature of young children’s perceptions and beliefs about the social world (NAEYC: 1, 2, 4; COE: Subject Matter, Curriculum, Learners, Social and Cultural Context; InTASC: 1, 2).
4. Identify the importance of the social context on young children’s development and learning, and delineate ways in which issues of social class, race, gender, ethnicity and disability have an impact on this development and learning (NAEYC: 1, 2, 4; COE: Learners, Social and Cultural Context, Assessment; InTASC: 2, 3, 6, 7).
5. Determine the important instructional strategies used in social studies (NAEYC: 3, 4, 5; COE: Pedagogy, Subject Matter, Curriculum, Technology; InTASC: 3, 4, 5, 6, 7, 8).
6. Develop planning, organization and assessment/evaluation skills for implementing social studies curricula in preschool and primary settings to meet the needs of all learners (NAEYC: 3, 4, 5; COE: Subject Matter, Pedagogy, Curriculum, Educational Goals and Assessment; InTASC: 4, 5, 6, 7, 8).
7. Understand relationships between social studies and other content areas of the curriculum, and
develop strategies for integrating these for instruction (NAEYC: 4, 5; COE: Subject Matter,
Pedagogy, Curriculum, Technology; InTASC: 5. 6.7. 8).
8. Identify connections between professional standards of teaching (e.g., NAEYC Standards, U of
MD College of Education Conceptual Knowledge Base) and appropriate content and instructional
strategies (NAEYC: 5, 6; COE: All; InTASC: 9, 10)
9. Understand what it means to be a reflective practitioner (NAEYC: 6; COE: All; InTASC: 9, 10).

Required Texts:
Plus additional readings as assigned.

Course Requirements:

1. Class participation is integral to this course. This may involve small group discussion, planning, and
presentation, in addition to general discussion. Your classmates depend on you to be present and an
active participant. Therefore, it is assumed that you will be present for class, on time, and ready to
participate. If you need to be absent, please contact me beforehand. If an emergency should arise, please
be sure to leave me a message via voicemail or email. The College of Education Foundational
Competencies Policy agreement expectations apply to coursework as well as placements.

2. Please read required assignments prior to class. While readings may not be discussed directly in class,
it is assumed that you will have read the material.

3. All written assignments are to be typed and double-spaced and must follow APA (American
Psychological Association) format. Due to the potential for transmission of computer viruses, electronic
submissions are not accepted. Assignments are due in class on the date scheduled, at the beginning of
class. All assignments should include a handwritten and signed Honors statement.

5. Several written assignments, a small research project that includes data collection in your
placement, in-class small group activities, a final project, and overall classroom participation will
serve as the basis for evaluation of your performance in this course. Each of the assignments is
identified below with due dates and value; specific directions are distributed separately and will be posted
on Canvas.

1. Child interview (Due: data collection due for in class work 10/09, group presentations,
including submitted power point 10/23) MSGE
2. Select one “community engagement” assignment (from the list distributed in EDHD 435) that
allows you to engage in some aspect of your children’s culture; post a reflection of this
experience on Canvas discussion board (weeks discussion board open TBD)
3. Implementation and reflection of social studies activity developed by mentor (Due: 10/30)
MSGE
4. Social Studies lesson plan (Due: draft 11/06; final approval 11/19; implementation (week of
12/04); analysis, reflection and final packet 12/11) MSGE
5. Final Project: The final project will be part of a larger unit project in collaboration with the
Science methods class (321) It will involve the development of an integrated social studies and
science activity with another class member that is part of a larger unit plan (developed as a group
project in EDHD 321) This project will be presented during the final exam periods for 321 and
323. MSGE. (Date to be determined: please do not make holiday travel plans until the final exam date is announced!) MSGE; this assignment is also part of expectations for EDHD 321.

6. Participation in in-class small group activities and overall class participation (throughout the semester)

**Grading Scheme:**

Overall Class Participation (incl. small group activities) 70 points
Implementation/Reflection of Social Studies Activity 70 points
Community Engagement Activity and Reflection 50 points
Child Interview and Group Data Analysis 80 points
Social Studies Lesson Plan (draft, implementation, analysis) 130 points
Final project/presentation 100 points

**Total:** 500 points

**GRADES WILL BE AWARDED ON THE BASIS OF TOTAL POINTS:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<td>A</td>
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<td>C+</td>
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<td>370-384</td>
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<td>300-319</td>
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# Alignment of Standards/COE Framework with Course Assignments

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<thead>
<tr>
<th>Standards/Framework</th>
<th>Child Interview</th>
<th>Community Engagement</th>
<th>Implement Mentor-Developed Lesson Plan</th>
<th>Lesson Plan</th>
<th>Final Project</th>
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<tr>
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<td>NAEYC Standard 2: Building Family and Community Relationships</td>
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<td>NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families</td>
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<td>NAEYC Standard 4: Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families</td>
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<td>NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum (Language and Literacy, The Arts, Mathematics, Science, Physical Activity and Social Studies)</td>
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<td>NAEYC Standard 6: Becoming a Professional</td>
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<td>InTASC 1. Learner Development</td>
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<td>InTASC 2. Learning Differences</td>
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<td>InTASC 9. Professional Learning and Ethical Practice</td>
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<td>InTASC 10. Leadership and Collaboration</td>
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<td>CoE Framework 1. Knowledge of:</td>
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<td>CoE Framework 6. Educational Goals &amp; Assessment</td>
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<td>Technology</td>
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Class Policies:

Academic integrity: The University of Maryland, College Park has a student-administered Honor Code and Honor Pledge. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.studenthonorCouncil.umd.edu/whatis.html. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. The code prohibits students from cheating, fabrication, facilitating academic dishonesty, and plagiarism. Instances of this include submitting someone else’s work as your own, submitting your own work completed for another class without permission, or failing to properly cite information other than your own (found in journals, books, online, or otherwise). Any form of academic dishonesty will not be tolerated, and any sign of academic dishonesty will be reported to the appropriate University officials.

The Honor Pledge (“I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”) should be handwritten and signed on all papers, projects, and other academic assignments submitted for evaluation in this course.

Special needs: If you have a registered disability that will require accommodation, please see the instructor so necessary arrangements can be made. If you have a disability and have not yet registered with the University, please contact Disability Support Services in the Shoemaker Building (301.314.7682, or 301.405.7683 TTD) as soon as possible.

Religious observances: The University of Maryland policy on religious observances states that students not be penalized in any way for participation in religious observances. Students shall be allowed, whenever possible, to make up academic assignments that are missed due to such absences. However, the must contact the instructor before the absence with a written notification of the projected absence, and arrangements will be made for make-up work or examinations.

Course evaluations: As a member of our academic community, students have a number of important responsibilities. One of these responsibilities is to submit course evaluations each term though CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is confidential. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for fall semester courses. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.
Missed single class due to illness: Once during a semester, a student’s self-authored note will be accepted as an excuse for missing a minor scheduled grading event in a single class session if the note documents the date of the illness, acknowledgement from the student that information provided in the note is correct, and a statement that the student understands that providing false information is a violation of the Code of Student Conduct. Students are expected to attempt to inform the instructor of the illness prior to the date of the missed class.

Major scheduled grading events: Major Scheduled Grading Events (MSGE) are indicated on the syllabus. The conditions for accepting a self-signed note do not apply to these events. Written, signed documentation by a health care professional, or other professional in the case of non-medical reasons (see below) of a University-approved excuse for the student’s absence must be supplied. This documentation must include verification of treatment dates and the time period for which the student was unable to meet course requirements. Providers should not include diagnostic information. Without this documentation, opportunities to make up missed assignments or assessments will not be provided.

Non-consecutive, medically necessitated absences from multiple class sessions: Students who throughout the semester miss multiple, non-consecutive class sessions due to medical problems must provide written documentation from a health care professional that their attendance on those days was prohibited for medical reasons.

Non-medical excused absences: According to University policy, non-medical excused absences for missed assignments or assessments may include illness of a dependent, religious observance, involvement in University activities at the request of University officials, or circumstances that are beyond the control of the student. Students asking for excused absence for any of those reasons must also supply appropriate written documentation of the cause and make every attempt to inform the instructor prior to the date of the missed class.

Late Papers: All papers and projects will be submitted at the beginning of class according to the schedule outlined in this syllabus. Late papers and projects will not be accepted in this course and will result in a failing grade for the assignment. If students have questions regarding the expectations of an assignment, they must meet with the course instructor well in advance of the due date.

Extra Credit: All assignments are identified in this syllabus along with the applicable weight of each assignment in determining a final course grade. As such, extra credit assignments will not be given and should not be requested.

Assignment Requirements: All papers must be typewritten, double spaced, with 1-inch standard margins, 12-point font size, and be written according to APA (American Psychological Association) format, including references, without exception. Students should refer to the following link or any other online source for samples of APA reference and style format (it is not necessary to purchase the APA style
manual; however, if you plan to take more psychology or human development courses or plan to go to graduate school, it might be a good investment.

http://www.umuc.edu/library/libhow/apa_examples.cfm

**No electronic submissions of assignments will be accepted:** I will only accept hard copies and will not be responsible for printing students’ papers. Please plan accordingly so that your paper is printed and ready to hand in at the beginning of class on the due date.

When a student’s writing is deemed unacceptable (e.g. grammar, non-adherence to APA style, etc.) in an assignment he/she should utilize the services of the UM Writing Center prior to submission of subsequent assignments. If I write “please see me” on your paper, it is a good idea to take this advice!

**Participation:** Class participation is critical to course success. The in class experience cannot be replicated through readings alone. The lectures and discussions that take place in the classes are the most important part of the course and essential to fulfillment of course objectives. It is impossible to participate if a student is not in class, thus full participation points cannot be given when attendance/tardiness is an issue.

**Cell Phones:** Out of respect for your peers and the course instructor all students are expected to turn off their cell phones during class. In the event it is essential to have your phone “on”, students are expected to use the “silent” or “vibrate” mode.

**Laptops and other electronic devices:** The use of laptops and other electronic devices unfortunately present a distraction for both students and instructors, as the temptation to use these for things other note-taking is hard to resist. Therefore, I ask that you please be courteous in the use of these devices in class, and use them for the following activities: they are to be used for a specific class activity; you have an identified special learning need that requires the use of such a device for note taking; you speak with me individually and obtain permission for use. It is important to note that inappropriate use of laptops during class time has a negative impact on participation.

**SCHEDULE OF TOPICS, READINGS AND ASSIGNMENTS**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>9/04</td>
<td>Introduction: What is “social studies” and what relevance does it have for early development and learning</td>
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<tr>
<td>9/11</td>
<td>What is meaningful social studies for young children?</td>
<td>Sunal: Ch. 1, 2</td>
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<tr>
<td>9/18</td>
<td>Social studies standards, inquiry skills, concepts and generalizations</td>
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<tr>
<td>9/25*</td>
<td>*class time switched with EDHD 322</td>
<td>Sunal: Ch. 3, 4;</td>
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</table>

* indicates class time switch with EDHD 322
The social studies curriculum: Democratic citizenship in a globalized society. Social studies as social science with young children
Sunal: Ch. 5, 6, additional readings as assigned

Children’s understanding of the social world
Sunal: Ch. 9, additional readings as assigned
* Class time switched with EDHD 322
DUE: Child interview data for in class activity

No class (full week in schools)

The social studies curriculum: Maps and other powerful tools
Sunal: Ch. 12, additional readings as assigned
DUE: Group presentations of child interviews and analysis

The social studies curriculum: History
Sunal: Ch. 11
DUE: Implementation and reflection of mentor developed activity

Planning, instructional strategies
Sunal: Ch. 7, 8 (238-247)
DUE: Draft of social studies activity

Assessment; resources for teaching and learning
Working with diverse learners
Sunal: Ch. 10, 14

Integrating social studies across the curriculum
Sunal: Ch. 8 (248-266) and readings to be assigned

No scheduled class (Happy Thanksgiving!)

No class (full week in schools)
Lesson plan should be implemented this week

Other Social Studies Content
Discussion and presentation of mapping activities; wrap up
Sunal: Ch. 13
DUE: Social Studies Activity (lesson plan) packet due

DATE TBA: Final Project/Presentation (Please do not schedule winter break travel until final exam schedule is confirmed)