

**EDHD 323: CHILDREN STUDY THEIR WORLD**  
**FALL 2016**

Wednesdays, 11:00-1:00  
Dr. Elisa L. Klein  
1117F Benjamin Building

2121 Benjamin  
301/405-3122  
[elklein@umd.edu](mailto:elklein@umd.edu)

Office hours. Wed., 1:00-2:00; Additional office hours available by appointment.

**Overview:**

This course will provide a theoretical and instructional framework for understanding and implementing an appropriate and authentic social studies curriculum for young children with and without disabilities. 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; CEC: 1,2,3; 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; CEC: 1, 3, 6; 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; CEC: 1, 2; 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; CEC: 1, 2, 3, 5, 6; 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; CEC: 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; CEC: 1, 2, 6, 7; 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; CEC: 3, 5, 7; 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; CEC: 3, 4, 5, 6, 7; COE: All; InTASC: 9, 10)
9. Understand what it means to be a reflective practitioner (NAEYC: 6; CEC: 6, 7; COE: All; InTASC: 9, 10).

### **Required Texts:**

Odhiambo, E., Nelson, L., & Chrisman, K. (2015). *Social studies and young children*. 1<sup>st</sup> edition. Boston: Pearson. ISBN 13: 978-0133550733.

Sunal, C.S., & Haas, M.E. (2011). *Social studies for the elementary and middle grades: A constructivist approach*. Fourth Edition. Boston: Pearson. ISBN 13: 9780137048854.

### **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 **10/12**, group presentations, including submitted power point **10/19**) MSGE.
2. **Social Studies lesson plan that integrates the family involvement activity from EDHD 435.** Lesson plan will be implemented during the last two weeks of the semester and will be formally observed. (Due: draft **11/02**; revised w/ family involvement **11/16**; implementation **11/28-12/09**; analysis, reflection and final packet **12/12**) MSGE; note: this assignment is also part of expectations for 435.
3. **Final Project (in lieu of a final exam): A final project that involves the development of an integrated social studies and science unit (multiple lesson plans) with another class member will be presented during the final exam period** (*date to be determined: please do not make holiday travel plans until the final exam date is announced!*) MSGE; note: this assignment is also part of expectations for EDHD 321.
4. **Participation in in-class small group activities and overall class participation** (throughout the semester)

### **Grading Scheme:**

Overall Class Participation (incl. small group activities)	60 points
Child Interview and Group Data Analysis	80 points
Social Studies/Family Involvement Lesson Draft	50 points
Social Studies/Family Involvement Lesson Plan (revision, implementation, analysis)	130 points
Final project/presentation	100 points
<b>Total:</b>	500 points

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

A+	407-420	C	307-322
A	390-406	C-	294-306
A-	378-389	D+	281-293
B+	365-377	D	264-280
B	349-364	D-	252-263
B-	336-348	F	<252
C+	323-335		

**Alignment of Standards/COE Framework with Course Assignments For Assessment and Instruction**

Standards/Framework		Child Interview	Lesson Plan	Final Project Integrated Lesson
NAEYC	NAEYC Standard 1: Promoting Child Development and Learning	X	X	X
	NAEYC Standard 2: Building Family and Community Relationships	X		
	NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families	X	X	X
	NAEYC Standard 4: Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families	X		
	NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum (Language and Literacy, The Arts, Mathematics, Science, Physical Activity and Social Studies)		X	X
	NAEYC Standard 6: Becoming a Professional	X	X	X
CEC	CEC Standard 1: Learner Development & Individual Learning Differences	X	X	X
	CEC Standard 2: Learning Environments			
	CEC Standard 3: Curricular Content Knowledge		X	X
	CEC Standard 4: Assessment	X	X	X
	CEC Standard 5: Instructional Planning and Strategies		X	X
	CEC Standard 6: Professional Learning & Ethical Practices	X	X	X

	CEC Standard 7: Collaboration			<b>X</b>
<b>InTASC</b>	1. Learner Development	<b>X</b>		
	2. Learning Differences	<b>X</b>	<b>X</b>	<b>X</b>
	3. Learning Environments	<b>X</b>		
	4. Content Knowledge		<b>X</b>	<b>X</b>
	5. Application of Content		<b>X</b>	<b>X</b>
	6. Assessment	<b>X</b>	<b>X</b>	<b>X</b>
	7. Planning for Instruction		<b>X</b>	<b>X</b>
	8. Instructional Strategies		<b>X</b>	<b>X</b>
	9. Professional Learning and Ethical Practice	<b>X</b>		
	10. Leadership and Collaboration			<b>X</b>
<b>CoE Framework</b>	Knowledge of:			
	Subject Matter		<b>X</b>	<b>X</b>
	Pedagogy		<b>X</b>	<b>X</b>
	Learners	<b>X</b>	<b>X</b>	<b>X</b>
	Curriculum		<b>X</b>	<b>X</b>
	Educational Goals & Assessment	<b>X</b>	<b>X</b>	<b>X</b>
	Social and Cultural Contexts	<b>X</b>		
	Technology	<b>X</b>		

## CLASS POLICIES

Please see the University's website for undergraduate course-related policies at <http://www.ugst.umd.edu/courserelatedpolicies.html>.

**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.

**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, they 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 through 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](http://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](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 other than note-taking is hard to resist. I ask that you **please use these respectfully for note taking or in class assignments only**. 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\***

9/07	Introduction: What is "social studies" and what relevance does it have for early development and learning?
9/14	What is meaningful social studies for young children? How is social studies implemented with diverse learners and very young children? Sunal: Ch. 1, 2, 9, 10      Odhiambo: Ch. 3, 8
9/21	Social studies standards, inquiry skills, concepts and generalizations
9/28	Sunal: Ch. 3, 4;      Odhiambo: Ch. 1
10/05	NO CLASS (full week in schools)
10/12	The social studies curriculum: Democratic citizenship in a globalized society. Social studies as social science with young children Sunal: Ch. 5, 6, additional      Odhiambo: Ch. 5 <b>DUE: Child interview data for in class activity</b>

- 10/19 Children's understanding of the social world  
 Sunal: Ch. 9, additional readings as assigned  
**DUE: Group presentations of child interviews and analysis**
- 10/26 Planning, instructional strategies, and assessment  
 Sunal: Ch. 7, 8 (238-247), 14 Odhiambo: Ch. 2, 4, 9
- 11/02 The social studies curriculum: History, Economics  
 Sunal: Ch. 11, 13 Odhiambo: Ch. 6  
**DUE: Draft of social studies lesson plan and data driven rationale (to Dr. Klein)**
- 11/09 The social studies curriculum: Maps and other powerful tools  
 Sunal: Ch. 12, additional readings as assigned Odhiambo: Ch. 7
- 11/16 Social Studies and "holiday" curricula: the case of Thanksgiving  
 Readings TBA  
**DUE: Revised draft submitted including revisions family involvement components (to Dr. Tirrell-Corbin)**
- 11/22 Integrating social studies across the curriculum  
 (Tuesday) Sunal: Ch. 8 (248-266); and readings to be assigned
- 11/30 No classes (full weeks in schools)  
 12/07 **DUE: Implementation of activity during these two weeks in school**
- 12/12 **DUE: Social Studies lesson plan final packet due by Noon**

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

**\*Subject to change.**