

**Mercer University  
Tift College of Education**

**Course Syllabus  
Fall 2016**

**EMAT 681: Social Studies in a Multicultural World  
Thursdays 5:00-8:00 pm**



***The Transforming Educator: To Know, To Do, To Be***



*The Transforming Educator*, a living link in the educational process, is an educator who continually changes internally through understanding, practicing, and reflecting such that, individually and collaboratively, he or she is an advocate for all learners. The Transforming Educator implements appropriate and significant life-changing experiences that effectively provide for the needs of the individual, actively engage others in transformative processes, and promote life-long learning.

**INSTRUCTOR:** Dr. Lucy Bush

**Office:** BE218

**Phone:** 678.547.6390

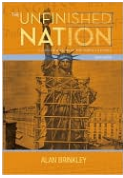
**Email:** [bush\\_lj@mercer.edu](mailto:bush_lj@mercer.edu) or [lucybush@gmail.com](mailto:lucybush@gmail.com)

**Office Hours:** Online: Mondays: 5:00-5:30 pm and 8:30 pm-midnight  
via

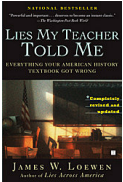
- Email ([bush\\_lj@mercer.edu](mailto:bush_lj@mercer.edu) or [lucybush@gmail.com](mailto:lucybush@gmail.com))
- Phone (678.547.6390) (Please leave a voicemail and I will return your call as quickly as possible.)
- WebEx (to contact via computer, visit [https://mercer.webex.com/meet/BUSH\\_LJ](https://mercer.webex.com/meet/BUSH_LJ) or to contact via phone, call 415.655.0002 and enter access code 648 737 918)
- Google Hangout (user id: [lucybush@gmail.com](mailto:lucybush@gmail.com))
- FaceTime (user id: [bush\\_lj@mercer.edu](mailto:bush_lj@mercer.edu))
- Skype (user id: [bush\\_lj@mercer.edu](mailto:bush_lj@mercer.edu))

In person: Thursdays: 2:00-5:00 pm and 8:00-9:00 pm in BE218  
(appointment preferred)

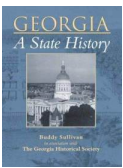
## REQUIRED TEXTS/RESOURCES:



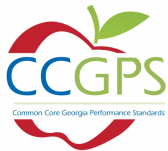
Brinkley, A. (2009). *The unfinished nation: A concise history of the American people (combined)* (6<sup>th</sup> ed.). New York, NY: McGraw-Hill.



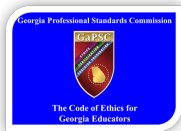
Loewen, J. (2008). *Lies my teacher told me: Everything your American history textbook got wrong*. New York, NY: The New Press.



Sullivan, B. (2003). *Georgia: A state history*. Charleston, SC: Arcadia Publishing.



You will need to have access to the Common Core/Georgia Performance Standards for several assignments in this course. Please visit <https://www.georgiastandards.org> for complete access to all standards.



The Georgia Professional Standards Commission Code of Ethics for Educators. Please access and download a personal copy at <http://www.gapsc.com/Ethics/CodeOfEthics.aspx>



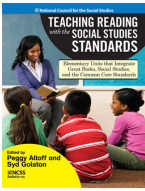
The College, Career, and Civic Life (C3) Framework for Social Studies State Standards is going to have a tremendous impact on our social studies teaching practice. You can find it here: <http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf>.



Effective technology integration is important in the secondary classroom. To enhance the utilization of technology in the classroom, the Georgia Department of Education has adopted the International Society for Technology in Education's (ISTE) National Educational Technology Standards NETS-S performance standards. For more information about these performance tasks, please visit <https://www.georgiastandards.org/standards/Pages/NETS-S-Performance-Tasks.aspx>

Other resources and handouts will be distributed throughout the semester. Students will also be required to gather information using professional sources and journals.

**RECOMMENDED TEXTS/RESOURCES:**



Altoff, P., & Golston, S. (2012). *Teaching reading with the social studies standards*. Silver Spring, MD: National Council for the Social Studies.



Georgia Stories podcast series by Georgia Public Broadcasting. These free audio and video podcasts are available through iTunes. For more information, please visit: <http://www.gpb.org/georgiastories/podcasts>

**COURSE RESOURCES WEBSITE:**

[http://higher.ed.mcgraw-hill.com/sites/0073385522/student\\_view0/index.html](http://higher.ed.mcgraw-hill.com/sites/0073385522/student_view0/index.html)

**ADDITIONAL REQUIREMENTS:**



**\*\*\*You are required to have both a LiveText Account and Blackboard access for this course. We will talk about each of the components in more detail during our class meetings.** You may want to register for a Google account as you will have the opportunity to use Google's shared media features, including Google Hangout, in this course. If you do not already have a Google/gmail account and would like to obtain one, please go to <https://accounts.google.com> in order to sign up.



Additionally, you'll need access to Animoto to make short videos for some of the course assignments. There is a free educator account that you should be eligible for as a graduate education student. To create your Animoto educator account, please visit <http://animoto.com/education/>.



WebEx is a video/audio conferencing and collaborative content sharing tool that is provided to you as a part of your fees at Mercer. Please become familiar with WebEx as you will be using it throughout the semester to collaborate with your classmates on various assignments. To learn more, please visit: [https://it.mercer.edu/student/academic\\_technology/tutorials/webex.htm](https://it.mercer.edu/student/academic_technology/tutorials/webex.htm)

**SUGGESTED RESOURCES:**



We will discuss the benefits of incorporating Geocaching into the ECE social studies classroom. In order to learn more about Geocaching, please visit <http://www.geocaching.com>. In order to view some of the cache/travel bug information for the additional credit opportunities, it may be necessary for you to create a free account at the Geocaching.com website.



Pinterest is a wonderful resource for gathering and sharing ideas for classroom resources. I have created a Pinterest board for Social Studies that you may find to be helpful: <http://pinterest.com/lucyjbush/social-studies/>



We'll also be using Google Lit Trips as a part of our class. Google Lit Trips (<http://www.googlelittrips.com/GoogleLit/Home.html>) are free downloadable files that show the journeys of famous literary characters utilizing Google Earth.

## **COURSE DESCRIPTION**

The content of this advanced, graduate-level course is designed to assist the teacher in building an inclusive & multicultural climate for exploring topics in social studies education. Through the use of selected topics, a celebration of the diversity of cultures, and a focus on current trends and research from the National Curriculum Standards for Social Studies, this class will provide the transforming educator with a variety of ways to teach social studies for understanding, appreciation, and life application as well as assess students in the area of social studies education. This course is designed to teach and enrich the transforming educator's knowledge of the variety of teaching and assessment strategies that will enable them to bring life into the social studies curriculum in the areas of Historical Understandings, Government/Civil Understandings, Global Geography/Map Skill Understandings, and Economic Understandings.

## **PURPOSE**

This course relates to each of the three major premises of the Conceptual Framework of Mercer University's Tift College of Education: (1) **TO KNOW** the foundations of the education profession, content bases for curricula, and characteristics, (2) **TO DO** the work of a professional educator in planning and implementing well-integrated curricula using developmentally appropriate and culturally responsive instructional practice, strategies, approaches, methods, materials, technology, and assessment tools, and (3) **TO BE** a reflective, collaborative, and responsive decision-maker, facilitator, and role model within the classroom, school, community, and who demonstrates a desire to create a developmentally appropriate and culturally responsive environment. This course will enable students to acquire knowledge of theoretically, philosophical, and practical development of early childhood education and of current trends, issues, and research in producing creative instruction.

## **TIFT COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK:**

Within the context of a distinctive Baptist heritage, the inclusion of the Paideia ideal, and the know-how of blending theory and practice, Tift College of Education has chosen for its conceptual framework the theme: "The Transforming Educator - To Know, To Do, To Be."

### ***The Transforming Educator:***

#### **I. TO KNOW:**

**To Know the foundations of the education profession, content bases for curricula, and characteristics of diverse learners.**

- a. Demonstrates knowledge of the philosophical, historical, sociological, legal, and psychological foundations of education.
- b. Demonstrates expertise in the content bases for curricula, the appropriate uses of technology, good communication skills, and effective pedagogy.

- c. Shows understanding of and respect for the characteristics, cognitive and social developmental stages, emotional and psychological needs, and learning styles of diverse and special needs learners.

## II. TO DO:

To Do the work of a professional educator in planning and implementing well-integrated curricula using developmentally appropriate and culturally responsive instructional strategies, materials, and technology.

- a. Plans, implements and assesses well-integrated, developmentally appropriate, and culturally responsive lessons which are well grounded in pedagogical and psychological theory.
- b. Individualizes, differentiates, and adapts instruction to meet the needs of diverse and special needs learners.
- c. Uses a wide variety of teaching methods, strategies, technology, and materials.

## III. TO BE:

To Be a reflective, collaborative, and responsive decision-maker, facilitator, and role model within the classroom, school, community, and global environment.

- a. Uses feedback, reflection, research, and collaboration to enhance teaching performance, revise and refine instruction, make decisions, develop and modify instruction, and grow as a professional.
- b. Models understanding, respect, and appreciation for diverse educational, cultural, and socioeconomic groups; a willingness to consider diverse opinions and perspectives; and concern for community and global awareness.
- c. Models positive and effective interpersonal skills interacting with learners, parents, other educators, and members of the community.

## **STANDARDS**

This course will integrate several National Association for the Education of Young Children (NAEYC) (2012) and Association for Childhood Education International (ACEI) (2007) Standards as described in Georgia Professional Standards Commission's 505-3-.14 Early Childhood Education Program Requirements. Additionally, the National Council for the Social Studies' College, Career, and Civic Life (C3) Framework for Social Studies State Standards (2013) will be addressed.

- National Association for the Education of Young Children (NAEYC) Standards (2012)  
Addressed:
  - Promoting Child Development and Learning: Candidates prepared in P-5 programs are grounded in a child development knowledge base. They use their understanding of children's characteristics and needs, and of multiple interacting influences of children's development and learning to create environments that are healthy, respectful, supportive, and challenging for each child. The indicators are as follows:
    - Knowing and understanding pre-Kindergarten through 5<sup>th</sup> grade children's characteristics and needs;
    - Knowing and understanding the multiple influences on early development and learning; and
    - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for all pre-Kindergarten through 5<sup>th</sup> grade children.
  - Building Family and Community Relationships: Candidates prepared in early childhood programs understand that successful early childhood education depends upon partnerships with children's families and communities. They used this understanding to

create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning. The indicators are as follows:

- Involving families and communities in children's development and learning.
- Observing, Documenting, and Assessing to Support Children and Families: Candidates prepared in early childhood programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positive influence the development of every child. The indicators are as follows:
  - Understanding the goals, benefits, and uses of assessment including its interpretation and use in development of appropriate goals and differentiated teaching strategies for pre-Kindergarten through 5<sup>th</sup> grade children;
  - Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
- Using Developmentally Effective Approaches: Candidates prepared in early childhood programs understand that teaching and learning with children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the setting within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning. The indicators are as follows:
  - Establishing a classroom environment grounded in positive relationships and supportive interactions as the foundation of their work with children;
  - Knowing and using effective research based strategies and tools for pre-Kindergarten through 5<sup>th</sup> grade children including the appropriate use of technology;
  - Using a broad repertoire of developmentally appropriate research-based teaching/learning approaches (play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, reflection, and inquiry experiences) to help pre-Kindergarten through 5<sup>th</sup> grade children develop intellectual curiosity, solve problems, and make decisions; and
  - Reflecting on own practice to promote positive outcomes for each child.
- Using Content Knowledge to Build Meaningful Curriculum: Candidates prepared in early childhood programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive development and learning outcomes for every child. The indicators are as follows:
  - Understanding content knowledge and resources in academic disciplines (in this course, specifically social studies)

- Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines;
- Using content knowledge, appropriate content standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child; and
- Recognizing and utilizing opportunities for appropriate curriculum integration.
- Becoming a Professional: Candidates prepared in early childhood programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound education practices and policies. The indicators are as follows:
  - Knowing about and upholding ethical standards, legal responsibilities, and other professional guidelines;
  - Engaging in continuous, collaborative learning to inform practice; using technology effectively with P-5 children, with peers, and as a professional resource; and
  - Integrating knowledgeable, reflective, and critical perspectives on education;
- Association for Childhood Education International (ACEI) (2007) Standards Addressed:
  - Candidates know, understand, and use the major concepts and modes of inquiry from the social studies, the integrated study of history, geography, the social sciences, and other related areas, to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.
- National Council for the Social Studies' College, Career, and Civic Life (C3) Framework for Social Studies State Standards (2013) Addressed:
  - Dimension 1: Developing Questions and Planning Inquiries
  - Dimension 2: Applying Disciplinary Tools and Concepts
  - Dimension 3: Evaluating Sources and Using Evidence
  - Dimension 4: Communicating Conclusions and Taking Informed Action

### **OBJECTIVES (Tied to the Tift College of Education Conceptual Framework)**

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

- Plan and implement inquiry lessons. (1A, 1B, 2A, 2B, 3A, 3B)
- Demonstrate knowledge of student-centered instruction and a variety of teaching strategies. (1B, 2B)
- Align instructional practices appropriately with students' developmental levels & the GPS. (1B, 2B, 3A)
- Know, understand, and value how cultures vary in expectations, traditions, and value. (1A, 3B)
- Discuss implications of teaching in a multicultural society, and the importance of creating an inclusive environment for all students. (3B, 1B)
- Practice learning on a deep level about another culture and consistently transferring that practice to finding out about the cultures of students on a level that allows the teacher to connect with and reach all students. (1A, 1B, 1C, 3B)
- Demonstrate knowledge of technology. (1B, 2B)
- Apply an appreciation and understanding of the social sciences to instruction. (1B, 2B)
- Demonstrate the ability to plan an effective integrated unit of study. (1B, 2B)
- Be a reflective, collaborative, and responsive decision-maker, facilitator, and role model within the classroom, school, and community concerning diversity of cultures. (1C, 2C, 3B, 3C)

**PROGRAM REQUIREMENTS**



**TIFT COLLEGE LISTSERV**

The Tift College of Education requires that all teacher education students subscribe to the appropriate Listserv. Announcements, important dates, deadlines, and other information pertinent to Teacher Education are posted on the Listserv. Students are required to subscribe using their Mercer e-mail addresses.

We will use this Listserv to alert you to notices about financial aid, jobs, scholarships, schedules, registration, advising, and similar information. This email list will be our primary source of communication with students, so you will need to subscribe to the appropriate Listserv before the next class session. Subscribe to the Listserv using your Mercer email address. To subscribe, follow the directions for the appropriate Listserv: <http://education.mercer.edu/current/listservs/atlanta-students/>.

**LIVETEXT ACCOUNT**



For more information about using LiveText, please see this website: <http://education.mercer.edu/current/assessment/livetext-accounts/>

1. **A LiveText account:** If you do not already have a LiveText account, please see the separate handout that is available on Blackboard. You also received this information at new student orientation. This handout has important instructions on purchasing and setting up your account. (Instructions are also online at <http://education.mercer.edu/current/assessment/livetext-accounts/>)
2. **Dispositions Assessment:** At the end of the course, I will provide you with formative feedback on your development and demonstration of the professional dispositions that are important for Transforming Practitioners or Transformational Leaders. No grade or score from the dispositions assessment will affect your course grade. Even though it will appear in your list of assignments, you do not have to submit anything for this assessment to occur. You can, however, go into the assignment to see the rubric that will be used to give dispositions feedback. This rubric is also included in this syllabus. We will discuss the list of professional dispositions in class and you will have the opportunity to complete a dispositional self-assessment.

**Teacher Ed Dispositions Rubric -- Courses**

	<b>Indicators</b>	<b>Always</b> (4 pts)	<b>Usually</b> (3 pts)	<b>Needs Improvement</b> (2 pts)	<b>Not Satisfactory</b> (1 pt)	<b>Not Able to Observe</b>
<b>Respect</b> (1, 12%) GA-MU-TP.3.B GA-MU-TP.4.A	<ul style="list-style-type: none"> <li>• Demonstrates self-respect</li> <li>• Is considerate of the feelings, opinions, knowledge, and abilities of others</li> <li>• Is receptive to different ideas and to different people</li> <li>• Acknowledges intellectual property of others by giving credit and avoiding plagiarism</li> </ul>	Candidate demonstrates the disposition every time the instructor/field supervisor interacts with or observes the candidate.	Candidate normally demonstrates the disposition, in part or in total, when the instructor/field supervisor interacts with or observes the candidate.	Candidate occasionally demonstrates the disposition, in part or in total, or occasionally demonstrates inappropriate behavior indicating a deficit in the disposition	Candidate does not demonstrate the disposition, in part or in total, or frequently demonstrates inappropriate behavior indicating a deficit in the disposition when the instructor/field supervisor interacts with or observes the candidate.	Candidate does not have the opportunity to demonstrate a specific disposition when the instructor/field supervisor interacts with or observes the candidate.



	<ul style="list-style-type: none"> <li>• Demonstrates fairness</li> </ul>			when the instructor/field supervisor interacts with or observes the candidate.		
<b>Responsibility</b> (1, 12%) GA-MU-TP.2.C GA-MU-TP.4.B	<ul style="list-style-type: none"> <li>• Is reliable and trustworthy</li> <li>• Accepts consequences for personal actions or decisions</li> <li>• Prepares for classes/meetings/group work/instruction</li> <li>• Demonstrates ethical and professional behavior, such as confidentiality, punctuality, appearance</li> <li>• Represents him/herself in an appropriate manner via technology (webpage, blogs, chatroom, MySpace, FaceBook)</li> </ul>	Candidate demonstrates the disposition every time the instructor/field supervisor interacts with or observes the candidate.	Candidate normally demonstrates the disposition, in part or in total, when the instructor/field supervisor interacts with or observes the candidate.	Candidate occasionally demonstrates the disposition, in part or in total, or occasionally demonstrates inappropriate behavior indicating a deficit in the disposition when the instructor/field supervisor interacts with or observes the candidate.	Candidate does not demonstrate the disposition, in part or in total, or frequently demonstrates inappropriate behavior indicating a deficit in the disposition when the instructor/field supervisor interacts with or observes the candidate.	Candidate does not have the opportunity to demonstrate a specific disposition when the instructor/field supervisor interacts with or observes the candidate.
<b>Flexibility</b> (1, 12%) GA-MU-TP.4.C	<ul style="list-style-type: none"> <li>• Adapts to change</li> <li>• Is open to new ideas</li> <li>• Deals appropriately with less than ideal situations when necessary</li> <li>• Maintains a positive attitude when changes occur</li> <li>• Demonstrates resilience</li> <li>• Maintains composure under stress</li> </ul>	Candidate demonstrates the disposition every time the instructor/field supervisor interacts with or observes the candidate.	Candidate normally demonstrates the disposition, in part or in total, when the instructor/field supervisor interacts with or observes the candidate.	Candidate occasionally demonstrates the disposition, in part or in total, or occasionally demonstrates inappropriate behavior indicating a deficit in the disposition when the instructor/field supervisor interacts with or observes the candidate.	Candidate does not demonstrate the disposition, in part or in total, or frequently demonstrates inappropriate behavior indicating a deficit in the disposition when the instructor/field supervisor interacts with or observes the candidate.	Candidate does not have the opportunity to demonstrate a specific disposition when the instructor/field supervisor interacts with or observes the candidate.
<b>Collaboration</b> (1, 12%) GA-MU-TP.1.C GA-MU-TP.3.C GA-MU-TP.4.D	<ul style="list-style-type: none"> <li>• Supports teamwork and works together with peers to achieve common goals</li> <li>• Shares knowledge and responsibilities with others</li> <li>• Gives and receives feedback</li> </ul>	Candidate demonstrates the disposition every time the instructor/field supervisor interacts with or observes the candidate.	Candidate normally demonstrates the disposition, in part or in total, when the instructor/field supervisor interacts with or observes the candidate.	Candidate occasionally demonstrates the disposition, in part or in total, or occasionally demonstrates inappropriate behavior indicating a deficit in the disposition when the instructor/field supervisor interacts with or observes the candidate.	Candidate does not demonstrate the disposition, in part or in total, or frequently demonstrates inappropriate behavior indicating a deficit in the disposition when the instructor/field supervisor interacts with or observes the candidate.	Candidate does not have the opportunity to demonstrate a specific disposition when the instructor/field supervisor interacts with or observes the candidate.
<b>Reflection</b> (1, 12%) GA-MU-TP.1.C GA-MU-TP.2.C GA-MU-TP.4.E	<ul style="list-style-type: none"> <li>• Self-assesses knowledge and performance</li> <li>• Demonstrates accurate self-analysis regarding own</li> </ul>	Candidate demonstrates the disposition every time the	Candidate normally demonstrates the disposition, in part or in	Candidate occasionally demonstrates the disposition, in part or in	Candidate does not demonstrate the disposition, in part or in total, or frequently demonstrates inappropriate behavior indicating a deficit in the disposition when the instructor/field supervisor interacts with or observes	Candidate does not have the opportunity to demonstrate a specific

	<p>strengths and weaknesses</p> <ul style="list-style-type: none"> <li>• Accepts and responds positively to constructive feedback</li> </ul>	<p>instructor/field supervisor interacts with or observes the candidate.</p>	<p>total, when the instructor/field supervisor interacts with or observes the candidate.</p>	<p>total, or occasionally demonstrates inappropriate behavior indicating a deficit in the disposition when the instructor/field supervisor interacts with or observes the candidate.</p>	<p>the candidate.</p>	<p>disposition when the instructor/field supervisor interacts with or observes the candidate.</p>
<p><b>Commitment to Learning</b> (1, 12%) GA-MU-TP.4.F</p>	<ul style="list-style-type: none"> <li>• Has enthusiasm for the process of learning</li> <li>• Demonstrates intellectual curiosity through his/her willingness to seek out and try out new ideas and teaching strategies.</li> <li>• Demonstrates enthusiasm for the discipline(s) s/he will teach</li> <li>• Seeks and takes advantage of learning opportunities</li> </ul>	<p>Candidate demonstrates the disposition every time the instructor/field supervisor interacts with or observes the candidate.</p>	<p>Candidate normally demonstrates the disposition, in part or in total, when the instructor/field supervisor interacts with or observes the candidate.</p>	<p>Candidate occasionally demonstrates the disposition, in part or in total, or occasionally demonstrates inappropriate behavior indicating a deficit in the disposition when the instructor/field supervisor interacts with or observes the candidate.</p>	<p>Candidate does not demonstrate the disposition, in part or in total, or frequently demonstrates inappropriate behavior indicating a deficit in the disposition when the instructor/field supervisor interacts with or observes the candidate.</p>	<p>Candidate does not have the opportunity to demonstrate a specific disposition when the instructor/field supervisor interacts with or observes the candidate.</p>
<p><b>Belief in Teacher Efficacy</b> (1, 12%) GA-MU-TP.4.G</p>	<ul style="list-style-type: none"> <li>• Demonstrates a belief that all students can learn</li> <li>• Demonstrates the belief that a teacher can make a difference</li> <li>• Views the work of an educator as meaningful and important</li> <li>• Is willing to take risks</li> </ul>	<p>Candidate demonstrates the disposition every time the instructor/field supervisor interacts with or observes the candidate.</p>	<p>Candidate normally demonstrates the disposition, in part or in total, when the instructor/field supervisor interacts with or observes the candidate.</p>	<p>Candidate occasionally demonstrates the disposition, in part or in total, or occasionally demonstrates inappropriate behavior indicating a deficit in the disposition when the instructor/field supervisor interacts with or observes the candidate.</p>	<p>Candidate does not demonstrate the disposition, in part or in total, or frequently demonstrates inappropriate behavior indicating a deficit in the disposition when the instructor/field supervisor interacts with or observes the candidate.</p>	<p>Candidate does not have the opportunity to demonstrate a specific disposition when the instructor/field supervisor interacts with or observes the candidate.</p>
<p><b>Social Intelligence</b> (1, 12%)</p>	<ul style="list-style-type: none"> <li>• Engages in socially appropriate behaviors</li> <li>• Is able to accurately interpret social situations, i.e. is perceptive to the feelings of others; responds appropriately and diplomatically</li> <li>• Interprets non-verbal communication;</li> <li>• Demonstrates ability to adapt and "fit" in various situations and environments/</li> <li>Understands one's role in a group or larger community/</li> <li>Recognizes self as part</li> </ul>	<p>Candidate demonstrates the disposition every time the instructor/field supervisor interacts with or observes the candidate.</p>	<p>Candidate normally demonstrates the disposition, in part or in total, when the instructor/field supervisor interacts with or observes the candidate.</p>	<p>Candidate occasionally demonstrates the disposition, in part or in total, or occasionally demonstrates inappropriate behavior indicating a deficit in the disposition when the instructor/field supervisor interacts with or observes</p>	<p>Candidate does not demonstrate the disposition, in part or in total, or frequently demonstrates inappropriate behavior indicating a deficit in the disposition when the instructor/field supervisor interacts with or observes the candidate.</p>	<p>Candidate does not have the opportunity to demonstrate a specific disposition when the instructor/field supervisor interacts with or observes the candidate.</p>

of a whole • Actively listens and responds appropriately to others			the candidate.	
---	--	--	----------------	--

3. **LiveText Check-Up:** You can find the list of courses available to you in LiveText in any of three locations: (1) under the Course tab; (2) in the upper-right corner when you are on your Dashboard; and (3) the available tabs of Active Assignments on your Dashboard (courses only show up there if there is an assignment that is “active”—i.e., awaiting submission or awaiting assessment). Locate your courses in one of these three ways and do the following:
  - a. Be sure that this course section, with this instructor, appears in your list of courses.
  - b. Be sure that you are enrolled in all courses listed in your account.
  - c. If your courses are not loaded into your LiveText account, go to <http://education.mercer.edu/current/assessment/missing-livertext/> and follow the directions for activating missing LiveText courses.
4. **LiveText Assignments:** Courses requiring LiveText are listed in your LiveText account under the Courses Tab. Within each course, specific LiveText requirements are listed on the Assignments tab.
5. **LiveText Portfolio Artifact Requirement(s):** Your **Connected Learning Segment** assignment in this class is a required artifact in your portfolio. As part of the requirements for this assignment, you must place your artifact in the appropriate portfolio section and write a reflection on how your performance on the assignment *addresses the targeted standard*. Please see the chart below for specific information on where to place your artifact and reflection (the portfolio page and section), the standards on which you should reflect, and the rubric that will be used to assess your work. The rubric itself is attached to the assignment in LiveText, in the Resources section, and is listed below.

Program	Early Childhood Education (ECE) MAT/Initial Certification
Assignment/Artifact	Connected Learning Segment
Portfolio Page: Section for Artifact	Understanding Page: Social Studies Section
Portfolio Page: Section for Reflection	Understanding Page: Social Studies Section
Standard(s) to address	Understanding Page: ECE/ECSP Social Studies Content Standards

Your Connected Learning Segment artifact addresses the ECE/ECSP Social Studies Content Standards. **Portfolio Reflection Expectations:** The required reflection in your portfolio must address how the artifact demonstrates that you met the associated standard(s). This is *not* a reflection on the process or what you think about the assignment. FOCUS ON THE STANDARD. The standard as stated in your portfolio template is quite global; to ensure that your reflection addresses it fully, use the details in the rubric included with the assignment (in the Resources section).

**ECE/ECSP Social Studies Content**

	Proficient (2 pts.)	Developing (1 pt.)	Unacceptable
<b>Integrated Social Studies Content</b> (1, 50%) ACEI-2002-2.4.1	Candidates demonstrate knowledge and understanding of major concepts, modes of inquiry, and themes from the social studies (an integrated study of history, geography, and other social sciences).	Candidates demonstrate a developing knowledge and understanding of major concepts, modes of inquiry, and themes from the social studies (an integrated study of history, geography, and other social sciences).	Candidates are not familiar with the themes, concepts, and modes of inquiry drawn from academic fields of the social studies.
<b>Social Studies Pedagogy</b> (1, 50%) ACEI-2002-2.4.2	Candidates use the major concepts and modes of inquiry from the social studies to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.	Candidates demonstrate a developing ability to use the major concepts and modes of inquiry from the social studies to foster K-5 student learning.	Candidates do not use the major concepts and modes of inquiry from the social studies to foster K-5 student learning.

6. **How to submit required assignments in LiveText:** See the step-by-step instructions in the Help section of LiveText (In Help, under the For Students tab, see Flash video on Submit an

Assignment or see Submit a Course Assignment under the Courses section. **Important reminder: If you are submitting a Portfolio Assignment, you must first put the designated course assignment in your portfolio (and write your reflection), then submit your portfolio as the required LiveText document for that assignment.** Do **NOT** submit the course assignment by itself, outside of the portfolio—it must be in the portfolio and accompanied by the required reflection.

7. **Student Training Sessions on LiveText:** You will receive an orientation to LiveText during this course.
8. **Use the Help section in LiveText—it is excellent.** The Help link is located in the upper right corner of your window from within your LiveText account.

**I will be required to give you a grade of IC (Incomplete) in the course until you have completed, correctly labeled, and submitted each of the LiveText assignments to your LiveText portfolio.**

Your **Connected Learning Segment** assignment in this class is the required artifact for your portfolio. **The connected learning segment, along with your artifact reflection, is to be posted to Blackboard only by Thursday, October 27<sup>th</sup>, by noon. AFTER YOU RECEIVE FEEDBACK,** as part of the requirements for this assignment, you must place your artifact in the appropriate place (Understanding > Social Studies) and post the related reflection. The due date will NOT be the time to discover that you do not understand the intricacies of LiveText. **Failure to post correctly and in a timely fashion to LiveText will result in a final grade of Incomplete (IC) until the artifact and reflection have been correctly posted. Correct posting will be checked at the beginning of the following semester.**

## BLACKBOARD ACCOUNT



You do not have to purchase a Blackboard account. Blackboard access is included as a part of your fees here at Mercer. This class is designed so that you become a community of active and engaged learners. The use of *Blackboard* is designed to extend the learning conversation beyond the confines of the classroom setting. We will use *Blackboard* for email as well as for a variety of tasks related to the understanding of course materials. Course materials will be uploaded so that you can retrieve electronic copies for your files. **You will need to check Blackboard on a daily basis for email and announcements.** You will also be expected to use *Blackboard* to conduct online discussions regarding individual assignments and group projects.

You may find it helpful to complete tutorials for the Blackboard system. Tutorials may be found at [http://it.mercer.edu/student/academic\\_technology/tutorials.htm#blackboard\\_tutorials](http://it.mercer.edu/student/academic_technology/tutorials.htm#blackboard_tutorials) AND <http://ondemand.blackboard.com/students.htm>



In addition to course announcements made via Blackboard, students will have the opportunity to receive texts via Remind, a messaging service. Standard text messaging rates will apply. More information regarding this messaging service will be provided in class.

## VI. COURSE POLICIES AND PROCEDURES

The *To Be* component of the Conceptual Framework and the Dispositions Assessment combine to

encapsulate the expectations of a professional educator. Your professional behavior and demeanor is expected in this class at all times.

**You will be held accountable to Mercer's Honor System and any and all Student Conduct or Code of Conduct items as listed in the Bulletin, Catalog, Supplemental Handbooks, and/or on Mercer's website.**

### **Mercer University Student Handbook**

Please view the student handbook via the following link: <http://provost.mercer.edu/mu-provost/handbooks/upload/2015-University-Handbook-2-3-rec-d-30-July-2015.pdf>

### **Statement of Ethics**

"Teachers serve as role models for their teacher candidates. As a result, community leaders and education professionals have always held teachers to a higher standard of ethical behavior. At Mercer University, exemplary behavior is expected and required of all teacher candidates in all aspects of their course and field experiences. Mercer's teacher candidates should be acutely aware of the serious responsibilities they will assume upon graduation. They should shape their class and field experiences in ways that will best prepare them for their pupils, who will be dependent on the preparation and skill of their teachers. Additionally, Mercer's teacher candidates are bound by the Georgia Professional Standards Commission Code of Ethics" (Retrieved August 15, 2011, from <http://education.mercer.edu/current/teacher-certification/ethics/>)

### **The Code of Ethics for Educators**

"The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Professional Standards Commission has adopted standards that represent the conduct generally accepted by the education profession. The Code defines unethical conduct justifying disciplinary sanction and provides guidance for protecting the health, safety, and general welfare of students and educators, and assuring the citizens of Georgia a degree of accountability within the education profession (Revised June 15, 2015). Retrieved from <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>.

### **THE HONOR CODE:**

Academic integrity is maintained through the Honor System. The Honor System imposes on each student the responsibility for his or her own honest behavior and assumes the responsibility that each student will report any violations of the Honor Code. By the act of entering Mercer University, each student personally consents to Mercer's Honor System and thereby agrees to be governed by its rules. Furthermore, each student is personally responsible for knowing the rights and obligations as set forth in the Honor System. The student is also expected to cooperate with all proceedings of the Honor System and to participate fully in the Honor System.

Please refer to the website, <http://provost.mercer.edu/handbooks/integrity.cfm>, for your particular program.

**You should be aware that "any infraction of the Statement of Ethics, the Mercer University Honor Code, and/or the Georgia Professional Code of Ethics may result in dismissal from Mercer University's Professional Education Program in the Tift College of Education"** (Retrieved August 15, 2011, from <http://education.mercer.edu/current/honor-code/>).

**Please know that I consider honor code violations to be most egregious offenses. Therefore, if I discover that you are in violation of any part of the honor code, I will ask for the most severe consequences.**

## ACCESS / Disability Syllabus Statement for the Atlanta Campus

Students requiring accommodations or modifications for a disability should inform the instructor at the close of the first class meeting or as soon as possible. The instructor will refer you to the ACCESS and Accommodation Office to document your disability, determine eligibility for accommodations under the ADA/Section 504 and to request a Faculty Accommodation Form. Disability accommodations or status will not be indicated on academic transcripts. In order to receive accommodations in a class, students with sensory, learning, psychological, physical or medical disabilities must provide their instructor with a Faculty Accommodation Form to sign. Students must return the signed form to the ACCESS Coordinator. **A new form must be requested each semester.** Students with a history of a disability perceived as having a disability or with a current disability who do not wish to use academic accommodations are also strongly encouraged to register with the ACCESS and Accommodation Office and request a Faculty Accommodation Form each semester. For further information, please contact Richard Stilley ([stilley\\_r@mercer.edu](mailto:stilley_r@mercer.edu)), at (678) 547-6823 or visit the ACCESS and Accommodation Office website at <http://atlstuaffairs.mercer.edu/disability-services.cfm>

## Academic Resource Center

The Academic Resource Center can help you be successful during your time at Mercer. Services provided by the ARC are included as a part of your tuition. The Atlanta math and writing labs are located in Room 138 on the first floor of Swilley Library. Tutoring is offered at varying times Sunday-Friday of each week. No appointment is necessary, but please visit the following link to view the tutoring schedule: [http://departments.mercer.edu/arc/atlanta\\_schedule.html](http://departments.mercer.edu/arc/atlanta_schedule.html)

Mercer University also has an **Online Writing Lab**. Professional tutors who can help you with your writing staff this lab. You do not have to have an appointment, but rather you will access the OWL through Blackboard. For additional information about the OWL as well as how to register for their services, please visit the following link: <http://departments.mercer.edu/arc/OWL.html>

## Grading

All written assignments completed outside of class and submitted for a grade must be typed. Please double-space, proofread, and pay close attention to correct spelling, punctuation, and grammar. Neatness, style, appearance and mechanics of English writing are expected at the graduate level and will influence the grade you earn on your assignments. There will be penalties for grammatical, typographical, and spelling errors. Further specifications regarding assignments will be presented in class. **LATE ASSIGNMENTS WILL NOT BE ACCEPTED. ALL** assignments are to be posted in Blackboard **by noon the day of class. NO** points will be earned for late assignments. Grades of IC for the course will NOT be considerations for poor planning on your part. Formative discussions with the professor will prevent summative failures on your part.

You should be aware that there could be a slight delay in uploading documents to Blackboard. Please do not wait until the last minute to upload your assignment. **You should understand that any assignment that is uploaded bearing the time stamp of 12:01pm or later on the due date will receive no credit as your assignment will be marked LATE.** Technological "emergencies" are no excuse for late submissions.

**All assignments must be word-processed and saved with one of the following extensions-- .doc, .docx, .pdf or .rtf. Assignments submitted with any other extension will not be graded. Also, ALL documents must be titled in the following manner or they will NOT be graded:**

Last Name First Name Title of Assignment GPS  
(Ex., Early Tiffany Current Event SSK1)

(Ex., Early Tiffany GACE Study Guide SS2H1)

Per the Mercer University Student Handbook (2006), "Students bear sole responsibility for ensuring that papers or assignments submitted electronically to a professor are received in a time manner and *in the electronic format(s) specified by the professor*" (p. 10).



**YOU** are accountable for ALL assignments and readings by the date designated on the syllabus. You will be expected to come to class having completed all assignments for that class session and prepared to discuss the material. **YOU, NOT THE INSTRUCTOR,** are accountable for all notes whether present or absent. Please get a Study Buddy who will be able to collect any handouts and inform you of missed information.

### **Professional Attitude**

Being a teacher is much more than doing just the requirements. Being a teacher is caring about the quality of your work and having a deep concern for the students that you teach or will teach. In this class, it means caring about your fellow graduate students and doing your work with thoroughness and enthusiasm. It is about full participation in group and class activities. You demonstrate your professional attitude each time that you walk into class.

### **Attendance/Participation**

**Attendance at all classes is extremely important.** Students are expected to attend and be **ON TIME** each and every class session. Atlanta's traffic can be difficult, so please plan accordingly. Students must be present for the ENTIRE class session each time we meet. Notes that you might borrow from another student will not be able to cover the experiences and discussions you will have missed. If an illness or emergency should arise and you are unable to be in class or must arrive late or leave early, you **MUST** notify me prior to class. If you miss more than 15 minutes of a class session, either due to arriving late to class (15 minutes or more) or leaving early, it will be considered 1 absence per 2 infractions. **If you miss more than one class, a "B" is the highest grade you can earn for this class based solely on attendance. Please note—ADDITIONAL grade reductions will occur based on the quality of assignment completion. Please plan accordingly.**



**You MUST be present in class on the days your group presents. Failure to attend a group presentation will result in a ZERO for that assignment.**



Students are expected to sign in weekly on the appropriate sheet. **This is your responsibility as it documents your attendance in class.** Failure to sign in will negatively affect your final grade in the course.

In order to fully participate in class you must complete the assigned readings and activities. Positive contributions to class discussions and activities are expected. Use of Blackboard for class-related communication is also a part of participation.

### **Inclement Weather Policy**

The Mercer Alert website (<http://alert.mercer.edu>) provides up-to-date information about campus alerts or closures during inclement weather. Notices are also available through the Emergency Hotline number: (678) 547-6111. This class will adhere to the University inclement weather decisions.

### **Mercer University Security:**

Atlanta Campus: Dispatcher 678-547-6358; Emergency Line 678-547-6911

## Methods of Instruction

We will model in this graduate class the same methods that you will use in your classroom. These methods will include assigned readings, lecture, discussions, demonstrations, simulations, exams, quizzes, and cooperative learning.

Classes will consist of a variety of best practices teaching and learning methods including lecture, small group discussion and activities, independent work, cooperative learning, and student presentations. Technology will also play a role in the learning process. Types of technology to be used in the course may include word processing, video, the Internet, PowerPoint, digital tools, Web 2.0 tools (i.e., Google Earth, Google Docs, Animoto, Voki, Glogster, Socrative, Prezi, etc.), iPod Touch/iPad/iPhone apps, simulations, virtual reality, and Blackboard.

Technology use and instruction is our link to the future of education and the continued development of our students. You will be required to become familiar with the use and implementation of the following during this course:

**Camera Access:** Digital camera for the purpose of obtaining digital images for printing and inserting into projects as well as capturing assignment products

**Computer Access:** Computer /Tablet/Mobile device with Windows/Mac OS X operating system

**Electronic Devices:** Printer, multimedia projector, document camera, scanner, digital camera, flash drive (or Cloud storage)

**Delivery Media:** Internet Access (Web Browser, Email, Blackboard, LiveText)

**Current Software:** Microsoft Office (Word, PowerPoint, Excel, Publisher), Open Office, Pages, Keynote, Adobe Acrobat Reader, Java, QuickTime Player/QuickTime Pro, Windows Media Maker, iMovie, Windows MovieMaker

It will also be extremely useful if you are able to bring a laptop or tablet with you to class.

## Grading

A weighted grading system will be used to assess each student's mastery of the course objectives. Each assignment will be weighted according to the chart below. Grades are not automatically given in full for completion of an assignment, but will be based on the **quality** of the work. No points will be awarded for assignments turned in late.

I will assign letter grades in the following manner:

A	=	<b>93% - 100%</b>	F	=	Below 69.5%
B+	=	89% - 92%	IC	=	Incomplete
B	=	82% - 88%	AU	=	Audit
C+	=	78% - 81%	W	=	Withdrawal
C	=	70% - 77%			

Please note that I will follow rounding rules, i.e. 92.5 is an A, while a 92.4 is a B+.

## ASSIGNMENTS

Assignment	Weighted Percentage of Total Grade
Puzzle Piece & "I Am From" Poem	2.5%
Primary Document Assignment	2.5%
Current Event Assignment	2.5%
Quizzes	7.5% (2.5% per quiz)
GACE Study Guide/Quilt Square	10%
Reading Responses	10% (5% per response)



Social Studies Alive	10%
Social Studies Connected Learning Segment (LiveText artifact)	7.5%
Checkpoints	20% (10% per checkpoint)
Artifact Reflection	2.5%
Book Reference List & Summary	15%
Games Around the World	2.5%
Multicultural Festival	7.5%

**\*\*\*ALL WORK MUST BE YOUR ORIGINAL CREATION. There are severe consequences for violating the University's Honor Code.**

**YOU MAY NOT USE ANY PORTION OF ANY ASSIGNMENT THAT YOU HAVE PREVIOUSLY CREATED FOR ANY COURSE AT MERCER, including this course if you are taking it for a second time. This is a violation of the Honor Code.**

**\*\*For each assignment, be sure to carefully read the posted rubrics in Blackboard to ensure that you understand the requisite components of each assignment.**

### **Puzzle Piece & "I Am From" Poem (2.5 points)**

Each student will receive a die-cut puzzle piece. You will completely cover the puzzle piece with artifacts that describe your personal authentic history. You will also write an accompanying "I Am From" poem describing at least each of the following—food, art, family history, music, family traditions, language, cultural customs, clothing/fashion, childhood neighborhood, religion, childhood school life (integrated, segregated, neighborhood, city, suburban...). Examples of the poem will be posted to Blackboard and puzzle piece examples will be shown in class.

### **Primary Document Assignment (2.5 points)**

Each student will find a primary document that could be used to activate a social studies lesson. You will provide a copy of the document and a brief write-up stating the GPS that the document would support. Examples will be posted to Blackboard.

### **Current Events & Social Studies Assignment (2.5 points)**

Each student will find a current event that will be used to activate a social studies lesson. You will provide an electronic copy of the document and a brief write-up stating the GPS that the current event would support. Examples will be posted to Blackboard.

### **Quizzes (7.5 points)**

There will be 3 quizzes throughout the semester (see course calendar for specific dates) that will assess your understanding of course readings. Each quiz will be worth a total of 2.5 points with 3 quizzes totaling 7.5 points. Quizzes will be timed and will be available under the Assessments section of Blackboard. If you do not submit your quiz within the time limit specified, you will receive **NO** credit for the quiz. Quizzes will cover the material in both the Brinkley and Sullivan texts.

### **GACE Study Guide/Quilt Square (10 points)**

Of concern to many students taking this class are the Georgia Assessments for the Certification of Educators (GACE), particularly social studies content. You will randomly draw a Georgia Performance Standard for which you will prepare a study guide that will help both you and your fellow students more effectively prepare for the GACE exam as well as future classroom instruction. This study guide should contain all pertinent information for the GPS you have been assigned. An example will be provided through Blackboard. You will also complete a quilt square illustrating the standard you were assigned for your GACE Study Guide. I will provide the base quilt square for this assignment.

## Reading Responses (10 points)

Reflective thinking is an excellent way to internalize conceptual understandings. Students will be responsible for reading, responding, and reflecting on topics central to the course content. Students should make personal connections concerning the readings, insights, and opinions. There are two reading responses during the course, each worth 5 points. The responses should be typed in first person narrative and should be 3-4 pages long. Each response will focus on the Loewen text. In order to prepare you for your reading responses, I will post optional discussion starters. As you read the assigned chapters, consider the following for your notes: (1) key points/quotes from the reading and (2) how the reading connects to your own personal perspectives/experiences and your prior knowledge/current understanding of social studies. Your reading responses will address concepts and ideas put forth in the Loewen text.

## Social Studies ALIVE! (10 points—5 points for the presentation & 5 points for the written lesson)

Social Studies needs to be brought to life. This is a **trio or partner** assignment. You will pick an understanding (this cannot be the same understanding/standard you choose to address in your individual connected learning segment for LiveText) and develop a hands-on, engaging social studies lesson. The written format must include:

Title of the Lesson

Social Studies Standard

Social Studies Content (**include references—Wikipedia is NOT acceptable; also you CANNOT simply copy and paste the material—this content should be in your own words**)

Materials Needed

Step-by-step Directions

Assessment

On the designated evening, you are to **TEACH** this lesson to the class. You must bring the necessary materials to teach this lesson to your colleagues in a hands-on, student-centered manner. You have **no more than 45 minutes** to teach us your lesson. The written submission must explicitly demonstrate your contribution to the assignment. You may select a 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, or 5<sup>th</sup> grade GPS as the basis for this assignment—Kindergarten standards are NOT acceptable.

## Social Science Connected Learning Segment—Artifact (7.5 points)

Each student will develop one connected learning segment for one grade level. You should integrate two or more of the following understandings:

- ✓ Historic Understandings
- ✓ Government/Civic Understandings
- ✓ Global Geography/Map Skill Understandings
- ✓ Economic Understandings

This unit must incorporate children's literature, technology, culture, and special needs modifications. It must also address both GPS and ISTE NETS-S standards. You must also create an Animoto or presentation that can be used instructionally in your unit. Every image, text, and/or file incorporated in your Animoto MUST be cited according to APA guidelines. This connected learning segment CANNOT incorporate the lesson you developed for your Social Studies ALIVE! assignment. Your connected learning segment will be posted to Blackboard for grading prior to posting to LiveText. You must follow the Mercer Lesson Plan format for each for the lessons. For ANY resource you include in your connected learning segment, you MUST include proper attribution and citation credits as prescribed by APA format.

## Artifact Reflective Essay (2.5 points)

Education is a transformative process that requires ongoing reflection. **This reflection is distinct in that you must describe your personal transformation as a result of having completed the artifact.** The

reflection should discuss your personal teaching transformation as it relates to the standard. Grammar, spelling, word usage, and advanced expression will be evaluative considerations. \*\*Please be mindful of the rubric associated with this assignment to ensure that you are fully addressing all of the components.

### **Checkpoints (20 points)**

There will be two checkpoints (each worth 10 points) given during the semester (please see calendar for specific dates). These exams are only available during hours specified in the syllabus and are accessible via Blackboard. The exams will consist of multiple-choice and short answer questions. They will cover course readings, discussions, and assignments.

### **Book Reference List & Summary (15 points)**

Each student will select and write summaries for 15 literature titles that have themes you can relate to social studies (history, geography, economics, citizenship education, and cultural & global awareness). Each entry must be referenced using APA format. If you have any questions about the use of APA format, please visit the Swilley Library website on APA (<http://guides.libraries.mercer.edu/content.php?pid=601143&sid=4959231>). Each list entry should: (1) identify the main character(s), (2) briefly summarize the plot, (3) offer your own reflective comments about the book, (4) identify relevant social studies standards and how you would use the book in the classroom, and (5) include a brief explanation of how you can also integrate this book into the teaching of other content areas. Your book selections should be developmentally appropriate for the early childhood classroom. An example of a good book reference list summary entry will be provided in Blackboard. You will be given class time to complete one of your book list entries to ensure that you are doing so correctly. You MAY NOT copy any part of your book reference list and summary (i.e., plot, reflection, etc.) from any other source.

### **Games Around the World (2.5 points)**

This is a **group** assignment. Each assigned group will select a country. You will research and find a game to teach the class. The presentation must have a written description of the game to include:

- ✓ The game's origin
- ✓ Where it is/was played and why
- ✓ Specific playing directions
- ✓ Reference(s)

Each game should take no longer than 20 minutes to play. Students will post a link to their group's published Google Document in Blackboard.

### **Multicultural Festival (7.5 points)**

This is a **group** assignment. Each group (as assigned for the Games Around the World assignment) will explore and bring to life the country of the game's origin. We, as a learning community, will all experience this country as you teach it to us. This will be a teaching assignment that will encompass the history, geography, government, civic, economic, and cultural (art, religion, music, clothing, etc.) composition of the country. **You are to, in some way, incorporate sound and photos/videos into the completion of this project (e.g., Animoto, iMovie, MovieMaker, etc.) as a means of including technology and adding to the authenticity of the country's representation.** *Please remember that any music, images, and/or additional files MUST be cited according to APA guidelines.* This hands-on, interactive assignment will also include a written piece describing the country in brief, as well as information on each of the centers presented. This will be fun! Dress up! And of course, let us eat our way through this adventure! You must schedule WebEx chat times as a group in order to demonstrate your contributions to this assignment.

### **Additional Credit Opportunities (1.25 points)**

There are several opportunities to earn additional credit. The first involves taking the practice quiz offered online through Blackboard the second week of class. If answered correctly, the quiz is worth an additional .25 points. The other opportunities involve geocaching and the ways it can be successfully integrated into the ECE social studies classroom. This course has several geocoins and travel tags associated with it. A geocoin is a medallion that is engraved with a tracking number and internet address. A travel tag is similarly engraved or stamped. Geocoins and travel tags are placed within geocaches, where geocachers retrieve them and move them to another cache. In order to track the geocoins and travel tags associated with this course, you must visit the following website: <http://www.geocaching.com/track/default.aspx>. The following codes are associated with individual geocoins and travel tags for our class:

**TB4H5A5**  
**TB3VCKB**  
**TB3W3BF**  
**TB3W01Q**  
**TB3TGWV**  
**TB2C5HT**  
**TB3FNDD**

**TB3WD1M**  
**TB4DTAG**  
**TB4GCWK**  
**TB44H17**  
**TB4Q5P5**  
**TB4RATV**  
**TB45GCE**

**TB4H62Z**  
**TB4H1WW**  
**TB4RAZT**  
**TB44P7X**  
**TB4CPVT**  
**TB4H5Q3**  
**TB45FZ**

Simply type one of the codes into the tracking box and the website will tell you where the coin/tag is currently located. In order to earn additional credit, you must use the Google Earth feature included on the website to tell me which of the 5 physiographic regions of Georgia the coin/tag is located in as well as one unique fact about the location of the coin/tag. For example, if one of our geocoins were located at Kolomoki Mounds State Park (GC27C57), you would tell me that the geocoin is located within the Coastal Plain region as well as some unique fact about the Kolomoki Mounds (i.e., these mounds include the oldest temple mound in Georgia). If our coins/tags travel to a cache outside of Georgia, you may describe the geographic location of the cache in addition to a unique fact about the area (i.e., GC1Z8KE—Everglades Frontier—you can talk about its location in the southern portion of the Florida peninsula as well as the Everglades' physiographic status as a river rather than a swamp). You may write up 5 places that any of our geocoins/travel tags travel to in order to earn a possible 1 additional point toward your final average (.20 points per write-up). These additional credit opportunities will be found in the same location in Blackboard as your quizzes. There is no penalty for non-participation in this activity.

### **REFERENCES**

- Bergmann, J., & Sams, A. (2014). *Flipped learning: Gateway to student engagement*. Eugene, OR: International Society for Technology in Education.
- Brophy, J. & Alleman, J. (2006). *Powerful social studies for elementary students*. Boston, MA: Wadsworth Publishing.
- Brozo, W. G., & Puckett, K. S. (2009). *Supporting content area literacy with technology*. Boston, MA: Pearson.
- Campbell, L., Campbell, B., Dickinson, D., & Dickson, D. (2003). *Teaching and learning through the multiple intelligences*. Boston, MA: Pearson Allyn-Bacon.
- Costa, A. (2001). *Developing minds: A resource book for teaching thinking* (3<sup>rd</sup> ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Crawford, A., Matthews, S., Makinster, J., & Saul, E. (2005). *Teaching and learning strategies for the thinking classroom*. New York, NY: The International Debate Education Association.

- Crutchfield, J. A. (2007). *It happened in Georgia* (2<sup>nd</sup> ed.). Guilford, CT: The Globe Pequot Press.
- Dodge, J. (2006). *Differentiation in action: A complete resource with research-supported strategies to help you plan and organize differentiated instruction and achieve success with all learners*. New York, NY: Scholastic, Inc.
- Falk, B. (2009). *Teaching the way children learn*. New York, NY: Teachers College Press.
- Fredericks, A.D. (2007). *Much more social studies through children's literature*. Westport, CT: Teachers Ideas Press.
- Garcia, J., & Michaelis, J. U. (2001). *Social studies for children: A guide to basic instruction* (12<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.
- Gardner, H. (1999). *Intelligence reframed: Multiple intelligences for the 21<sup>st</sup> century*. New York, NY: Basic Books.
- Grant, P., & Basye, D. (2014). *Personalized learning: A guide for engaging students with technology*. Eugene, OR: International Society for Technology in Education.
- Hirumi, A. (2010). *Playing games in school: Video games and simulations for primary and secondary education*. Eugene, OR: International Society for Technology in Education.
- Jonassen, D., Howland, J., Marra, R. M., & Crismond, D. (2008). *Meaningful learning with technology* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Pearson.
- Krey, D. M. (1998). *Children's literature in social studies: Teaching to the standards*. Silver Spring, MD: National Council for the Social Studies.
- Lee, J. (2007). *Visualizing elementary social studies methods*. Boston, MA: Wiley.
- Lerman, J., & Hicks, R. (2010). *Retool your school: The educator's essential guide to Google's free power apps*. Eugene, OR: International Society for Technology in Education.
- Lo, B. (2010). *GPS and geocaching in education*. Eugene, OR: International Society for Technology in Education.
- Lundquist, T. (2002). *Seeing the whole through social studies*. Boston, MA: Heinemann.
- Lundquist, T., & Selwyn, D. (2000). *Social studies at the center: Integrating kids, content, and literacy*. Boston, MA: Heinemann.
- Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: Association for Supervision and Curriculum Development.
- National Council for the Social Studies. (2010). *National curriculum standards for social studies: A framework for teaching, learning, and assessment*. Silver Spring, MD: National Council for the Social Studies.
- Nelson, J. (2005). *Cultivating judgment: A sourcebook for teaching critical thinking across the curriculum*. Stillwater, OK: New Forums Press.

- Pitler, H., Hubbell, E. R., Kuhn, M., & Malenoski, K. (2007). *Using technology with classroom instruction that works*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Poteete, H. (2010). *Kids, computers and learning*. Eugene, OR: International Society for Technology in Education.
- Schmidt, L. (2007). *Social studies that sticks: How to bring content and concepts to life*. Boston, MA: Heinemann.
- Schrum, L., & Solomon, G. (2010). *Web 2.0 how-to for educators*. Eugene, OR: International Society for Technology in Education.
- Scott, T. A. (Ed.). (1995). *Cornerstones of Georgia history: Documents that formed the state*. Athens, GA: University of Georgia Press.
- Smith, G., & Throne, S. (2007). *Differentiating instruction with technology in K-5 classrooms*. Eugene, OR: International Society for Technology in Education.
- Smith, S.K., Chavez, A.M., & Seaman, G.W. (2014). *Teacher as architect: Instructional design and delivery for the modern teacher* (2<sup>nd</sup> ed.). Eugene, OR: International Society for Technology in Education.
- Sobel, D. (2004). *Place-based education: Connecting classrooms and communities*. Great Barrington, MA: The Orion Society.
- Stone, R. (2008). *Best practices for teaching social studies: What award-winning classroom teachers do*. Newbury Park, CA: Corwin Press.
- Swartz, R., & Parks, S. (1995). *Infusing the teaching of critical and creative thinking into content instruction*. Hillsdale, NJ: Lawrence Erlbaum.
- Tollefson, K., & Osborn, M.K. (2008). *Cultivating the learner-centered classroom: From theory to practice*. Thousand Oaks, CA: Corwin Press.
- Tomlinson, C. (2004). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Tuttle, C., & Paquette, P. (2005). *Thinking games for kids*. New York, NY: McGraw Hill.
- Wade, R. C. (2007). *Social studies for social justice: Teaching strategies for the elementary classroom*. New York, NY: Teachers College Press.
- Welton, D., & Mallan, J. (1999). *Children and their world: Strategies for teaching social studies*. Boston, MA: Houghton Mifflin.
- Zarrillo, J. J. (2004). *Teaching elementary social studies: Principles and applications*. Upper Saddle River, NJ: Pearson.

**Southern Association of Colleges and Schools (SACS) Standard 4.9 NOTE**

This course will be primarily taught face-to-face on Mercer's Atlanta campus. Class sessions will last at least 150 minutes each week for 15 weeks. The only exceptions for face-to-face class sessions are:

Session 8—Checkpoint #1: This online 3½ -hour exam will be delivered via Blackboard.

Session 15—Checkpoint #2: This online 3½ -hour exam will be delivered via Blackboard.

### **MERCER UNIVERSITY CREDIT HOUR POLICY**

For information regarding Mercer University's credit hour policy, please see the following document:  
<http://policies.mercer.edu/mu-policies/upload/MU-Credit-Hour-Policy.pdf>

### **COURSE EVALUATION**

Your input is very important to us. We have an online course evaluation that you may complete from any internet-connected computer. Faculty members only see the final tabulations and never know who specifically wrote what. Although you may be asked for your MUID to enter the system, please note that this is done only to guarantee a legitimate entry and to guarantee that only one evaluation per student is submitted. Your input is completely confidential. Additionally, faculty members never see their course evaluations until long after grades have been posted. The online course evaluation window of opportunities will be made known to you later this semester via the Tift College of Education listserv. Please ensure that you have subscribed to the Listserv so you will be notified of the dates.

### **TENTATIVE COURSE OUTLINE**

**Note:** This syllabus is subject to change at the discretion of the instructor in order to accommodate instructional and/or student needs.

<b>CLASS SESSION/DATE</b>	<b>CLASS TOPICS/ACTIVITIES</b>	<b>ASSIGNMENTS FOR NEXT WEEK</b>
<p><i>Session 1—August 25</i></p> <p><i>On this day in 1944, Paris was liberated by Allied forces after four years of Nazi occupation.</i></p>	<p><b>Welcome! ¡Bienvenidos! Bienvenue! Irasshai!</b></p> <ul style="list-style-type: none"> <li>-Course expectations &amp; requirements</li> <li>-Course contract</li> <li>-Community establishment</li> <li>-Classmate introductions</li> <li>-Class routines</li> <li>-Blackboard introduction</li> <li>-Dispositional self-assessment</li> <li>-LiveText requirements</li> <li>-Historical perspectives</li> <li>-Distribution of course materials</li> </ul>	<ul style="list-style-type: none"> <li>--Download and read the Social Studies GPS</li> <li>--Download and read the ISTE NETS-S Standards</li> <li>--Complete the “I AM a part of the Human Puzzle” and an “I Am From” Poem: included segments--food, art, family history, music, family traditions, language, cultural customs, clothing, fashion, childhood neighborhood, religion, childhood school life (integrated, segregated, neighborhood, city, suburban, private, public)</li> <li>--Be sure to bring your puzzle piece with you to class next week as you will share this with the class. Bring your poem <u>if</u> you want to share it with the class.</li> <li>--Set up your Animoto account if you do not already have one.</li> <li>--Read Loewen introduction, Chpts. 1 &amp; 2</li> </ul>
<p><i>Session 2—September 1</i></p> <p><i>On this day in 1939, World War II began as Nazi</i></p>	<p><b>**Puzzle Piece/I Am From Poem Due</b></p> <ul style="list-style-type: none"> <li>-Puzzle piece/poem sharing</li> <li>-Introduction to geocaching</li> <li>-Examining our perceptions and biases: Can you determine</li> </ul>	<ul style="list-style-type: none"> <li>--Read Brinkley Chpts. 1, 2, &amp; 3; Sullivan Chpts. 1, 2, &amp; 3, <u>and</u> Loewen Chpts. 3 &amp; 4.</li> <li>--Take practice quiz in Blackboard</li> </ul>

<p>Germany invaded Poland.</p>	<p>presidential qualities?          -So what does it mean to <u>teach</u> Social Studies?          -NCSS Standards discussion          -LiveText Checkup          -Social Studies Alive discussion</p>	
<p><i>Session 3—September 8</i></p> <p>On this day in 1978, Communist Chinese leader Mao Tse-Tung died in Beijing at age 82.</p>	<p><b>**Practice quiz due</b>          -Getting to know the Social Studies GPS          -Code of Ethics for Educators discussion          -Survivor          -Using current events to teach social studies          -GACE Study Guide Discussion          -SS Alive preparation          -Using Web 2.0 tools in the ECE SS classroom</p>	<p>--Find a current event (link or copied into a Word document) and position it within a Social Studies theme to share with the class next week. Examples will be posted on Blackboard and discussed during class.          --Begin working on your booklist.          --Read Brinkley Chpts. 4, 5, &amp; 6; and Loewen Chpts. 5-6          --Bring your 9/11 list to class with you next week          --Quiz #1 due next week (covers Brinkley Chpts. 1-6 and Sullivan Chpts. 1-3)</p>
<p><i>Session 4—September 15</i></p> <p>On this day in 1963, 4 children were killed when a bomb went off during Sunday services at a Baptist church in Birmingham, AL.</p>	<p><b>**Current event due</b>  <b>**Quiz (#1) over previous weeks' readings (Brinkley Chpts. 1-6 &amp; Sullivan Chpts. 1-3)</b>          -Sharing of current events          -Teaching with primary documents          -Using children's literature to teach social studies          -Selecting literature for social studies instruction          -Book Time          -SS Alive preparation</p>	<p>--Find a primary document (link or copied into Word document) and position it within a Social Studies theme to share with the class next week. Examples will be posted on Blackboard and discussed during class.          --Reading Response #1 due next week          --Continue working on your booklist          --Read Brinkley Chpts. 7, 8, &amp; 9; Sullivan Chpts. 4-5, <u>and</u> Loewen Chpts. 7-8</p>
<p><i>Session 5—September 22</i></p> <p>On this day in 1862, President Lincoln issued the preliminary Emancipation Proclamation declaring all slaves in rebel states should be free as of January 1<sup>st</sup>, 1863.</p>	<p><b>**Primary document due</b>  <b>**Reading Response #1 Due</b>          -Sharing of primary documents          -Academic language and social studies          -Game Night preparation          -SS Alive preparation</p>	<p>--Social Studies Alive presentations begin next week          --Social Studies Alive write-up due next week          --Continue working on your booklist.          --Read Brinkley Chpts. 10, 11, &amp; 12 and Loewen Chpts. 9 &amp; 10          --Quiz #2 due next week (covers Brinkley Chpts. 7-12 and Sullivan Chpts. 4-5)</p>
<p><i>Session 6—September 29</i></p> <p>On this day in</p>	<p><b>**Quiz (#2) over previous weeks' readings (Brinkley Chpts. 7-12 and Sullivan Chpts. 4-5)</b></p>	<p>--Social Studies Alive presentations continue next week          --Read Brinkley Chpts. 13, 14, &amp; 15, Sullivan Chpts. 7 &amp; 8, <u>and</u> Loewen</p>



<p>1957, the NY Giants played their last game at the Polo Grounds. The Giants moved to San Francisco for the next season.</p>	<p><b>**Social Studies Alive write-up due</b>  <b>**Social Studies Alive presentations</b>  --Connecting national curriculum standards, reading skills, and social studies content</p>	<p>Chpts. 9 &amp; 10  --Begin studying for Checkpoint #1</p>
<p><i>Session 7—October 6</i></p> <p>On this day in 1981, Egyptian President Anwar Sadat was shot to death by extremists while reviewing a military parade.</p>	<p><b>**Social Studies Alive presentations</b>  --Checkpoint #1 discussion  --Grade level specific social studies literature  --Book Time</p>	<p>--Checkpoint #1 next week  --Continue working on your booklist.  --Continue studying for Checkpoint #1  --Read Brinkley Chpts. 16, 17, &amp; 18, Sullivan Chpt. 9, <u>and</u> Loewen Chpts. 11 &amp; 12</p>
<p><i>Session 8—October 13</i></p> <p>On this day in 1943, Italy declared war on Germany, its one-time Axis partner.</p>	<p><b>**CHECKPOINT #1</b>  <b>Covers Brinkley Chpts. 1-18 and Sullivan Chpts. 1-9 (Available in Blackboard)</b>   <b>FYI: Georgia Council for the Social Studies Conference, October 13-14, Athens, GA</b></p>	<p>--Game Night presentations and write-ups due next week  --Continue working on your booklist.  --Read Brinkley Chpts. 19, 20, &amp; 21 <u>and</u> Sullivan Chpt. 10</p>
<p><i>Session 9—October 20</i></p> <p>On this day in 1932, in the so-called Saturday Night Massacre, President Nixon abolished the office of special Watergate prosecutor Archibald Cox, accepted the resignation of Attorney General Elliot L. Richardson and fired Deputy Attorney General William B. Ruckelshaus.</p>	<p><b>**GAME NIGHT</b>  <b>**Game Night Write-Ups Due</b>  -Book Time  -Utilizing Animoto and other video creation tool sin the ECE SS classroom</p>	<p>--Connected Learning Segment due next week  --Artifact Reflective Essay due next week  --Read Brinkley Chpts. 22, 23, &amp; 24, and Sullivan Chpt. 11  --Quiz #3 due next week (covers Brinkley Chpts. 19-24 and Sullivan Chpts. 10-11)</p>
<p><i>Session 10—October 27</i></p> <p>On this day in 1904, the first rapid transit</p>	<p><b>**Connected Learning Segment Due</b>  <b>**Artifact Reflective Essay Due</b>  <b>**Quiz (#3) over previous weeks' readings (Brinkley</b></p>	<p>--Booklist due next week  --Read Brinkley Chpts. 25, 26, &amp; 27, Sullivan Chpt. 12, <u>and</u> Loewen Chpt. 13 &amp; Afterword  --Begin studying for Checkpoint #2</p>

<p>subway, the IRT, opened in New York City.</p> <p><b>TODAY (10/27) IS THE LAST DAY FOR COURSE WITHDRAWAL.</b></p>	<p><b>Chpts. 19-24 and Sullivan Chpts. 10 &amp; 11)</b>          -Utilizing glyphs in the ECE SS classrooms          -Geocaching Activity</p>	
<p><i>Session 11—November 3</i></p> <p>On this day in 1936, President Roosevelt was re-elected in a landslide over Republican challenger Alfred M. "Alf" Landon.</p>	<p><b>**Book Reference List &amp; Summaries Due</b>          -iPod Touch/iPad/iPhone apps and social studies          -Games and simulations in the ECE SS classroom          -Multicultural Festival preparation</p>	<p>--Reading Response #2 due next week          --All additional credit opportunity write-ups due in Blackboard by noon 11/10          --Read Brinkley Chpts. 31 &amp; 32          --Continue studying for Checkpoint #2          --Connected Learning Segment &amp; Artifact Reflective Essay due in LiveText on 11/10 by 11 pm</p>
<p><i>Session 12—November 10</i></p> <p>On this day in 1982, the newly finished Vietnam Veterans Memorial was opened to its first visitors in Washington D.C.</p>	<p><b>**Reading Response #2 due          **Connected Learning Segment &amp; Artifact Reflective Essay due in Livetext by 11 pm on 11/6          **All additional credit opportunity write-ups due in Blackboard at noon</b>          -Multicultural Festival preparation          -InTeGrate project work</p>	<p>--GACE Study Guide &amp; Quilt Square due next week          --Continue studying for Checkpoint #2</p>
<p><i>Session 13—November 17</i></p> <p>On this day in 1973, President Nixon told an AP managing editors meeting in Orlando, FL, "people have got to know whether or not their president is a crook. Well, I'm not a crook."</p>	<p><b>**GACE Study Guide and Quilt Square Due</b>          -<i>A Class Divided</i>          -Dealing with sensitive topics and challenging issues in the ECE SS classroom          -Multicultural Festival preparation</p>	<p>--Multicultural Festival write-up and accompanying technology piece due in Blackboard</p>
<p><i>November 24—NO CLASS</i></p>	<p><b>Thanksgiving Holiday</b></p>	<p>♡Count your blessings ♡</p>
<p><i>Session 14—December 1</i></p> <p>On this day in</p>	<p><b>**Multicultural Festival Presentations          **Multicultural Festival Write-ups Due</b></p>	<p>--Prepare for Checkpoint #2</p>

<p>1959, representatives of 12 countries, including the U.S., signed a treaty in Washington setting aside Antarctica as a scientific preserve, free from military activity.</p>	<p><b>FYI: National Council for the Social Studies Conference, December 1-4, Washington, DC</b></p>	
<p><i>Session 15—December 8</i></p> <p>On this day in 1941, the US entered WWII as Congress declared war against Japan, a day after the attack on Pearl Harbor.</p>	<p><b>**CHECKPOINT #2 (Covers Brinkley Chpts. 19-32 and Sullivan Chpts. 10-12)</b></p>	<p>--Celebrate all that you have accomplished this semester!!!</p>

\*\*The Dates in History information was taken from the archives of *The New York Times*. Please visit [http://learning.blogs.nytimes.com/on-this-day/?\\_r=0](http://learning.blogs.nytimes.com/on-this-day/?_r=0) for more information.