EDEC 444
Studies and Internship in the Teaching of Science and Social Studies in Early Childhood

I. Descriptive Information:
   A. Course Number and Title:
      EDEC 444-Studies and Internship in the Teaching of Science and Social Studies in Early Childhood
   B. Catalog Description:
      The study and practice of Science and Social Studies education for preschool and primary students focusing on appropriate content, goals, and methods.
   C. Course Credit: 3 hours credit
   D. Prerequisites:
   E. Intended Audience: Designed for those seeking early childhood teacher certification
   F. Instructor:
   F. Location:

II. Statement of Learning Outcomes:

Objectives:

Upon completion of this course, the student should be able to:
A. Demonstrate the process approach to Science emphasizing the basic process skills, e.g., observing, predicting, classifying and collecting data.
B. Describe the history of Science and Social Studies teaching.
C. Identify organizations that promote Science and Social Studies education to young children (birth to 8 years), e.g., The National Science Teachers Association, The South Carolina Science Council, The National Council for the Social Studies, and The South Carolina Council for the Social Studies etc.
D. Describe how the developmental characteristics of young children (birth to 8 years) affect the teaching of Science and Social Studies.
E. Implement a program which capitalizes on children's natural curiosity and wonder as it relates to real world experiences.
F. Critique Science and Social Studies textbook programs on the appropriateness of content, readability and instructional approaches.
G. Demonstrate various models for teaching Science, e.g., discovery, inquiry, nature study, and experimental.
H. Demonstrate various techniques for teaching Social Studies, e.g., teaching Social Studies through language arts, research and documentary studies, democratic classrooms, arts integration.
I. List the distinguishing characteristics of Science and Social Studies programs discussed during the course.
J. Prepare activity-based lessons appropriate for young children (birth to 8 years) and teach these lessons in classrooms and other instructional settings.
K. Examine goals for Science and Social Studies education developed by state and national organizations, e.g., NAEYC, NSTA, NCSS, and South Carolina State Department of Education.
L. Plan and conduct developmentally appropriate and culturally relevant assessment of Science and Social Studies instruction and learning.
M. Design lessons which integrate Science and Social Studies into other curriculum areas.
N. Design lessons focusing on Science, Social Studies and technology.

III. Required Texts and Readings


Download:
South Carolina Science standards for K-3rd grade at:
https://www.ed.sc.gov/apps/cso/standards/supdocs_k8.cfm

South Carolina Social Studies standards at:

About the National Council for the Social Studies:
http://www.socialstudies.org/about

http://www.journal.naeyc.org/btj/200509/mindes.asp
http://journal.naeyc.org/btj/200509/SocialStudiesBooksBTJ905.asp

Service-Learning: An essential component of citizenship education:  
http://www.socialstudies.org/positions/servicelearning

Other Materials: Sketchbook/journal without lines, colored pencils, charcoal pencil

IV. Academic Requirements: (Please turn in 2 copies of all assignments. Late assignments will not be accepted without acceptable documentation of an emergency situation.)

1. Professionalism/Participation: 10 Weekly Reading Reflection (20)
Throughout this course issues to which there is not a single "correct answer" will be explored. Each person brings different experiences to the classroom and holds different perspectives on education, Science, teaching and learning. Therefore, it is important to respect other viewpoints and approach class discussions in a professional manner. Toward this end, openness to constructive criticism, challenge, change and self-reflection are necessary. Likewise, willingness to provide constructive criticism and to challenge each other is also necessary. In order to take on these roles, class attendance and promptness, preparation for and participation in class activities is required.
Be knowledgeable of the definition of plagiarism (see the attached handout), and take care to give credit to all sources in written work. Plagiarism and any other conduct inconsistent with personal and professional integrity will not be tolerated and result in a grade of “F” for any effected assignment and the professionalism grade. Serious infractions will result in a grade of “F” for the course.

You will be required to hand in weekly reading reflections in the following format:
1-page Summary and Reflections
• In general, what is the author saying?
• Important points and/or arguments
• What was challenging/difficult/confusing? In what way?
• Connections to your own experience and knowledge.

2. Science & Social Studies Journal: 12 Critical Incident Logs (24)  
(6 Science and 6 Social Studies Entries)
Each entry should contain both artifacts and writing and ……
• Describe the Context
• Communicate the Event (include artifacts when possible)
• Identify Critical Incident in the children’s or your behavior to support your interpretations
• Identify theory that supports your interpretations or argue why there are none.

In the final paragraph describe how you would guide a child’s thinking based on this critical incident.
3. **3 Science & 3 Social Studies Learning Experiences with Children (26)**
   Complete 3 learning experiences with children. At least one activity must involve a large group. All activities must have a written plan that is approved in advance by your coaching teacher. For each activity you need to hand in:
   - All drafts of your lesson/activity plan with comments from your coaching teacher and/or supervisor.
   - Documentation of children's participation and learning (photos, work samples, etc.).
   - Your post lesson reflection that includes:
     - What you learned about students' scientific abilities at this age level
     - What you learned about teaching during this activity.
     - How successful or unsuccessful you felt the lesson was with supporting evidence.

4. **Content Quiz – On-line (11)**

5. **Families, Equity and Curriculum (30)**
   Distributed in Class

IV. Administrative Requirements:
   University regulations regarding class attendance will be followed.

V. **Attendance**
   Attendance is expected at all class sessions. As stated in the Undergraduate Bulletin:

   *Absence from more than 10 percent of the scheduled class sessions, whether excused or unexcused, is excessive and the instructor may choose to exact a grade penalty for such absences.*

   Your presence is important and missing class sessions will be reflected in your final grade. In this class, the final grade will be lowered by one FULL grade for absences more than 10% of class time with or without an excuse. With 45 official contact hours for this course, 10% equates to one absence. However, because of the nature of this class, it will be VERY difficult for students to adequately complete course assignments if there are ANY absences.

   In the event of illness or other unexpected absence, I still expect you—as a matter of professional courtesy—to notify the course instructor before class begins. It should be understood that absences from class cannot be "made up."

   **Tardiness and Early Dismissals**
   Tardiness and early dismissals will result in a lost of points from your professionalism grade. At least one point will be deducted from your final grade for each late arrival beyond the first.

   **Academic Honesty**
University policy regarding academic responsibility (Student Affairs Policy STAF 6.25) states “It is the responsibility of every student at the University of South Carolina Columbia to adhere steadfastly to truthfulness and to avoid dishonesty, fraud, or deceit of any type in connection with any academic program. Any student who violates this rule or who knowingly assists another to violate this rule shall be subject to discipline.” Students who commit an act of academic dishonesty may receive a 0.0 on the assignment or in the course. More information regarding this policy can be found in the Carolina Community: USC Student Handbook and Policy Guide at: http://www.sa.sc.edu/carolinacommunity/housing.htm#Academic%20Responsibility

Policies relating to students with disabilities
Students with disabilities are encouraged to contact the instructor to discuss any accommodations needed to fulfill course requirements. In order to receive reasonable accommodations from the instructor, students must have certified eligibility through the Office of Student Disability Services. Any student with a documented disability should contact the Office of Student Disability Services at 777-6142 to make arrangements for appropriate accommodations.

VI. Evaluation and Grading

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<td>12 Critical Incident Logs</td>
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<td>3 Science Experiences</td>
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Grading Scale
92-100 A
89-91 B+
85-88 B
81-84 C+
77-80 C
74-76 D+
70-73 D
<70 F

VII. Major Topics:
- What is Science?
- Science as a process and content
- The Science learner
- Science and play
- Developmentally appropriate Science instruction and materials
- State and National standards for Science education
- Integration of Science into the curriculum
- Inquiry
- Science and Social Justice
- What is Social Studies?
• Why teach Social Studies?
• The Social Studies learner.
• State and National standards for the Social Studies.
• Integration of Social Studies into the curriculum.
• Social Studies and Social Justice

VIII. Modes of Instruction:
Instructional strategies will include but are not limited to discussion, lecture, modeling, critical friends circles, small group collaborative projects, group presentations, cooperative learning and inquiry based instruction.