New Course Request

1. School/Division: Education
2. Academic Subject Code: EDUD
3. Course Number: E326
   (must be cleared with University Enrollment Services)
4. Instructor: Susan Cress
5. Course Title: Social Studies Methods and the Family: Focus on Young Children
   Recommended Abbreviation (Optional): (Limited to 32 Characters including spaces)
6. First time this course is to be offered (Semester/Year): Fall 2003
7. Credit Hours: Fixed at 3 or Variable from ________ to ________
8. Is this course to be graded S-F (only)? Yes [ ] No [X]
9. Is variable title approval being requested? Yes [ ] No [X]
10. Course description (not to exceed 50 words) for Bulletin publication:
    The course has a dual focus: One goal of the course is to explore issues related to children, families, and communities including legal and ethical issues, and public policies affecting young children from a deeper understanding of families and communities; the course will then focus on goals of a social studies curriculum for young children, including appropriate methods and strategies of instruction. P-T/E/P
11. Lecture Contact Hours: Fixed at 3 or Variable from ________ to ________
12. Non-Lecture Contact Hours: Fixed at 0 or Variable from ________ to ________
13. Estimated enrollment: 25 - 30 of which 0 percent are expected to be graduate students.
14. Frequency of scheduling: Fall/Spring. Will this course be required for majors? Yes [ ]
15. Justification for new course: Meet new licensing and Pre K-2 school setting standards
16. Are the necessary reading materials currently available in the appropriate library? Yes [ ]
17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.
18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.
19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: [Signature]
Date: 6-27-02
Department Chairman/Division Director

Approved by:
[Signature]
Date: 6-27-02
Dean

Dean of Graduate School (when required)
Date
[Signature]
Chancellor/Vice-President
Date
University Enrollment Services

Approved: Educ Council 12/17/02
[Signature]
University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow;
Department/Division—Pink; University Enrollment Services Advance—White

2/13/03
Senate Curri Comm.
Course Description: The course has a dual focus. One goal of the course is to explore issues related to children, families, and communities including legal and ethical issues, and public policies affecting young children. From a deeper understanding of families and communities, the course will then focus on goals of a social studies curriculum for young children, including appropriate methods and strategies of instruction.

Possible Texts:


Possible Course Objectives: INTASC principles are coded for each objective. Principles, coded “P” will be attached to the syllabus.

At the culmination of the class the student will be able to:

1. Discuss diverse family structures (P 9, 10)
2. Address contemporary family issues (P9,10)
3. Involve families in the education of children (P 10)
4. Devise strategies for creating partnerships with families (P 10)
5. Discuss families in the context of the communities (P9, 10)
6. Reasonably solve proposed ethical dilemmas (P 9)
7. Advocate for best practice in early childhood education (P9, 10)
8. Discuss social studies curriculum as related to the young child (P1-8)
9. Plan goals, objectives, and activities designed to engage the young child in relevant social studies learning. (P1-8)
10. Identify resources for learning social studies. (P1-8)
11. Discuss the processes of social studies including social skills, attitudes, values, thinking, and concept formation. (P1-8)

Possible Course Topics:

- An Introduction to the Human Family
- Working with families
- Rights of individuals and families
- Professionalism
- Ethical Considerations
- Ethnic Diversity Among Families
- Lifestyle variations among families
- Planning to teach social studies
Diversity
Resources for teaching
Processes of Social Studies
Social Skills
Attitudes and Values
Thinking and Concept Formation

Content:

History
Geography
Economics

Possible Course Assignments

1. Interview people from three different families. Write field notes and use journal reflections to document and analyze interviews.

2. Read professional journal articles.

3. Look at demographic findings from census data about different groups.

4. Write a short research paper investigating family groups such as stepfamilies, single parent families, adolescent parents, families with special needs children, gay and lesbian families (as examples).

5. Develop a thematic unit for teaching showing integration of social studies with families and the communities.

Possible Assessment Information

1. Journal reflections and field notes to assess both knowledge and dispositions (assignments 1 and 3. Possible inclusion in portfolio.

2. Rubric showing both comprehension and application for assessing article critiques of professional journals.

3. Rubric or checklist for assessing research paper and thematic unit.

References


University Press.


*Teaching Tolerance.* Published twice a year since 1992 by the Southern poverty Law Center, 400 Washington Ave., Montgomery, AL 36104. Free to educators.


INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM
(INTASC) PRINCIPLES

Principle 1: The teacher understands the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Principle 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle 4: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

Principle 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Principle 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle 7: The teacher plans instruction based upon knowledge of subject matter, students, community, and curriculum goals.

Principle 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Principle 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.