Program Requirements and Prerequisites: This course is required for the MS in Childhood Education and MS in Early Childhood Education programs. It is an elective for the MS in Literacy B-6 and MS in Reading degrees.

Course Description: This course focuses on history, culture, economics, government, and geography, for teachers to learn the theoretical and practical applications of historical and current concepts. Drawing on national and state standards, the course will emphasize materials, instruction, and assessment to promote conceptual understandings, including a diverse range of perspectives on social studies content.

Attributes
- Literacy as Social Practice**
- Generate Productive Learning Communities**
- Engagement*
- Reciprocal Relationships Across Modes of Communication*
- Strategic Teaching to Promote Self-Extending Learning*
- Assessment of Literacies and Their Development*
- Research Based Professional Learning*
- Respectful Representation of Students, Families and Communities**

Attributes (continued)
- Critical Literacies and Equity**
- Disciplinary Literacy/Knowledge Building**
- Data Based Decision Making
- Technologies and Digital Media*
- Materials, Resources and Media**
- Prevention and Intervention
- Standards**

Core Content
What children and teachers need to know to develop historical and literate competencies:

- Historical inquiry
- Literary inquiry
- Historical debate
- Multiple Perspectives

Specific content knowledge: civics, government, history, citizenship, geography, economics.

Multicultural understandings

Social and cultural traditions, beliefs, and values

Sense of historical themes across time and cultures

Possible Assignments

Powerful Idea Project
Students will design a project to implement in preschool and/or elementary settings. They will be developing a "powerful idea", including connections to standards, gathering primary sources, using literature selections, and writing a unit description.

Primary Source Collection and Analysis
In this project, students will collect primary sources, discuss the process of collecting the sources, evaluate the sources using the NARA evaluation sheets, and discuss how they might use the sources within their classroom. This includes sources from families and communities.

Possible Readings


| Evaluating texts for historical validity, reliability, and significance | **Final Exam**  
Students may have a final exam requiring them to synthesize content from across the course in response to questions/issues. | **Selected Children’s Literature**  
NYS Common Core Learning Standards for ELA & Literacy (2011) |
| --- | --- | --- |
| **Instructional and Assessment Materials**  
Choosing appropriate literature  
NYS standards, curriculum guides, assessment  
Common Core Standards  
Variety of Primary Sources, Secondary sources  
Moving beyond historical fiction  
Use historical evidence and analysis for reliability, significance, and validity. | **Museum Centers**  
Students gather primary source and educational information/materials from a local museum, historical center, or state park and interview a staff member. Then, produce a written project connecting these sources to standards and curriculum guides. |  
Ereserves with articles primarily from:  
Social Studies and the Young Learner  
Social Education  
Educational Leadership  
Language Arts  
Reading Teacher  
Sample Articles:  
Berson, I.E. (2009). Here’s what we have to say! Podcasting in the early childhood classroom. Social Studies and the Young Learner, 21 (4), 8-11.  
| **Contexts of Learning**  
Develop Interdisciplinary practices  
Use instruction situated around "powerful ideas" to guide conceptual understandings |  |  |
| **Developing Pedagogical Knowledge**  
Develop a sense of what students know, the basis for their idea/understandings, and methods to move the thinking forward  
Collaborating for problem solving and examining assumptions  
Engaging in reflective teaching  
Developing a culture that promotes self-extending learning  
Accessing and evaluating technology related resources |  |  |
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<th>Author(s)</th>
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<th>Pages</th>
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<tr>
<td>Williams, T.</td>
<td>A closer look: The representation of slavery in the Dear America series.</td>
<td>Social Studies and the Young Learner</td>
<td>21</td>
<td>3</td>
<td>26-29</td>
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<td>Meyers, L.E., Holbrook, T., May, L.A.</td>
<td>Beyond heroes and role models: Using biographies to develop young change agents.</td>
<td>Social Studies and the Young Learner</td>
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<td>Oldendor, S. B., Calloway, A.</td>
<td>Connecting children to the bigger world: Reading newspapers in second grade.</td>
<td>Social Studies and the Young Learner</td>
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<td>17-19</td>
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