ELE 302.001 Teaching Social Studies in EC-6  
Spring 2020

Prerequisites


I. Course Description and Rationale

Teaching Social Studies in EC-6 is the examination of the social studies curriculum for grades EC-6 with emphasis on current practices, trends, and research on effective practices for teaching social studies. It is designed to prepare you to teach social studies effectively to diverse populations of students in grades K-6. This includes investigation of instructional strategies and materials appropriate for achieving social studies objectives. In this course we will also work on developing your social studies content knowledge as well as your skills in enacting several high-leverage teaching practices.

Social studies is the study of how people live and organize themselves in society, and includes the subjects of history, geography, economics, anthropology, archaeology, law, philosophy, political science, psychology, religions, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. Social studies instruction naturally lends itself to an integrated curriculum based on the personal and social aspect of learning.

Social studies is significantly more than a collection of facts for children to memorize; it is an understanding of how people, places, and events came about and how people can relate and respond to each other’s needs, as well as how to develop respect for different viewpoints and cultural beliefs. Social studies at the elementary level provides the opportunity to develop students’ critical thinking and literacy practices as well as their understanding of the world around them and their role in it. It also prepares students for citizenship in their communities and their country.

II. Intended Learner Outcomes and Goals

The overall goal of ELE 302 is to prepare candidates to assume their roles as professional educators who positively impact the social studies learning of all students and who exhibit the core values of the SFASU College of Education. This course is aligned with the College of Education vision, “The James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels” and the mission of the College of Education (COE), which is to prepare, competent, successful, caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued
professional and intellectual development in an interconnected global society. We are committed to the following core values:

- **Academic excellence** through critical, reflective, and creative thinking
- **Life-long learning**
- **Collaboration** and shared decision-making
- **Openness** to new ideas, to culturally diverse people, and to innovation and change
- **Integrity**, responsibility, diligence, and ethical behavior, and
- **Service** that enriches the community.

The Program Learning Objectives and Student Learning Objectives in this course align with the mission of preparing competent professionals and values of academic excellence, life-long learning, collaboration, openness, integrity, and service as you learn to instruct middle level learners. The Program Learning Objectives are aligned to the Association for Early Childhood International (ACEI) standards and the Texas Education Agency (TEA) educator preparation standards. All content and assignments are also aligned to these standards.

The James I. Perkins College of Education Diversity Statement is found at the following link: [http://coe.sfasu.edu/about-us/](http://coe.sfasu.edu/about-us/)

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**Program Learning Outcomes (PLO) & Student Learning Outcomes (SLO)**

**PLO 2** Candidates know, understand, and demonstrate a high level of competence in their content in the areas of English language arts, mathematics, science, and social studies (ACEI 2; InTASC 4)

SLO 2.1 The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences in society and the world.
- SLO 2.1 Assessments – Social Studies Competency Exam, Quizzes, Millard’s Crossing assignment, and Final Exam [(SS 1.3k; 1.7s) (PPR 1.15k; 1.21k; 1.18; 1.18s; 3.11s) (ISTE T1.2k-2b; T4.6s-1b)].

SLO 2.2 The social studies teacher effectively integrates the various social science disciplines.
- SLO 2.2 Assessments – Integrated Mini Unit Assignment, Millard’s Crossing assignment, and Final Exam [(SS 2.3k; 2.2s) (PPR 1.5s) (ISTE T4.6s-1b; T7.3s-1b; T7.4s-1c,1d,3b,3c; T7.7s-2a,2b; T7.18s-5b)].

SLO 2.3 The social studies teacher uses knowledge and skills of social studies, as defined by the TEKS to plan and implement effective curriculum, instruction, assessment, and evaluation.
- SLO 2.3 Assessments – Discussions, Integrated Mini Unit Assignment [(SS3.2k; 3.3k; 3.7k 3.6s) (PPR 1.21k; 1.27k) (ISTE T7.3s-1b; T7.7s-2a,2b; T7.18s-5b)].

SLO 2.4 History: The social studies teacher applies knowledge of significant historical events and developments, as well as multiple historical interpretations and ideas, to facilitate student understanding of relationships between the past, the present, and the future.
- SLO 2.4 Assessments - Social Studies Competency Exam, Quizzes, and Final Exam [(SS 4.2k, 4.3k; 4.9k; 4.12k; 4.1s) (ISTE T6.31S-3d)].

SLO 2.5 Geography: The social studies teacher applies knowledge of people, places, and environments to facilitate students’ understanding of geographic relationships in Texas, the United States, and the world.
- SLO 2.5 Assessments - Social Studies Competency Exam, Quizzes, and Final Exam [SS 5.2k, 5.6k;
SLO 2.6 Economics: The social studies teacher knows how people organize economic systems to produce, distribute, and consume goods and services, and uses this knowledge to enable students to understand economic systems and make informed economic decisions.
  o SLO 2.6 Assessments - Social Studies Competency Exam, Quizzes, and Final Exam [SS 6.1k; 6.3k, 6.5k; 6.12s].

SLO 2.7 Government: The social studies teacher knows how governments and structures of power functions, provide order, and allocate resources and uses this knowledge to facilitate student understanding of how individuals and groups achieve their goals through political systems.
  o SLO 2.7 Assessments - Social Studies Competency Exam, Quizzes, and Final Exam [SS 7.1k; 7.2k; 7.3k, 7.2s; 7.3s].

SLO 2.8 Citizenship: The social studies teacher understands citizenship in the United States and other societies, and uses this knowledge to prepare students to participate in our society through an understanding of democratic principles and citizenship practices.
  o SLO 2.8 Assessments - Social Studies Competency Exam, Quizzes, and Final Exam [SS 8.1k; 8.2k, 8.3k; 8.9s; 8.10s; 8.11s; 8.12s].

SLO 2.9 Culture: The social studies teacher understands cultures and how they develop and adapt, and uses this knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States, and the world.
  o SLO 2.9 Assessments - Social Studies Competency Exam, Quizzes, and Final Exam [(SS 9.1k; 9.2k, 9.2s; 9.3s) (PPR 1.5s)].

SLO 2.10 Science, Technology, and Society: The social studies teacher understands developments in science and technology, and uses this knowledge to facilitate student understanding of the social and environmental consequences of scientific discovery and technological innovation.
  o SLO 2.10 Assessments - Social Studies Competency Exam, Discussions, Quizzes, and Final Exam [(SS 10.1k; 10.4k, 10.7k; 10.10s) (ISTE T6.31s-3d; T7.18s-5b)].

PLO 4 Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children (ACEI 4; InTASC 6).

S SLO 4.1 Candidates understand assessment in the field of social studies including project-based learning assessment (ECG Texas Social Studies ST III).
  o SLO 4.1 Assessments - Quizzes, Integrated Mini Unit Assignment, Discussions and Final Exam [(TS5Aii and TS5Bii PPR 1.25s; PPR 1.27s; PPR 1.27s; 1.28k; PPR 2.21s) (ISTE 1.2k-2b).

OBJECTIVES:
1. Recognize the importance of Social Studies to the elementary school learner.
2. Develop teaching strategies for addressing learning goals in social studies.
3. Develop lesson plans that stress literacy, cultural proficiency, student thinking, and real-life connections.
4. Locate high-quality resources and materials for teaching social studies.
### III. Course Assignments, Activities, and Instructional Strategies

1. **Course Quizzes (250 pts)** - Students will have 3-4 quizzes worth approximately 50-100 pts. each. The format for each assessment will be discussed in class. **Supports the PCOE core value of Academic Excellence through critical, reflective, and creative thinking. 1.9k, TS3Ai, InTASC 7g; 1.27k, TS5Aii, InTASC 3e, 6e, 6f, 6g, 6h; 1.5s, InTASC 2a, 4m, 5g; ISTE: 1.2k; ISTE: 4.6s; ISTE 6.31s; ISTE 7.3s; ISTE 7.18s

2. **Interactive Notebook of Formative Assessments (200 pts.)** - Students will complete various types of formative assignments to process and reflect on learning gained from homework assignments, textbook readings, classroom instruction and discussion, and collaboration with partners and groups. **Supports the PCOE core value of Academic Excellence through critical, reflective, and creative thinking, and the core value of Collaboration and shared decision-making.

3. **Authentic Assessment- One Mini-Unit plan and Four Lesson Plans (200 pts.)** - part of which is required to be submitted in Livetext for accreditation purposes. **Supports the PCOE core value of Academic Excellence through critical, reflective, and creative thinking

*One mini-unit plan that includes TEKS and ELPS standards (100 pts)
*Four detailed lesson plans that include TEKS and ELPS standards (100 pts)

4. **Children’s eBook (100 pts.)** - Each candidate will be responsible for creating a children’s book in the form of an eBook and presenting it to the class. Students will upload the eBooks to Livetext at the end of the semester for the final grade. InTASC 5l; 8r; 1.28k, InTASC 5l 8r; ISTE: 1.2k; ISTE: 4.6s; ISTE 6.31s; ISTE 7.3s; ISTE 7.4s.

5. **Social Studies Content Competency Exam (100 points)** - This exam covers the social studies content TExES expects each EC-6 candidate should know and be able to teach to their students. The exam is in multiple-choice format and will be taken face to face with SFA’s Assessment Director. 1.9k, TS3Ai, InTASC 7g; 1.27k, TS5Aii, InTASC 3e, 6e, 6f, 6g, 6h; ISTE: 4.6s

6. **Millard’s Crossing Experiential Learning (100 points)** - Students will participate in an Experiential Learning Assignment where they develop and participate in a field trip for third graders for area schools. 1.18k, 1.18s, InTASC 5p; 1.21k, InTASC 7c; 3.11s; ISTE 6.31s

**A WH (Withheld) grade will be given in this course until the required LiveText assignments are submitted.

As part of the instructional planning format, students are required to list the appropriate standards from ALL of the following state of Texas educational standards:

**Texas Essential Knowledge Skills (TEKS) and English Language Proficiency Skills (ELPS).**

http://www.tea.state.tx.us/index2.aspx?id=6148&menu_id=720&menu_id2=785

7. **Professional Dispositions Attendance, Tardies, & Participation (100 pts)** - At this point in each student’s professional development, pre-service candidates to demonstrate a wide range of professional dispositions, including: regular attendance, class participation, adherence to professional ethics, collaboration, commitment to diversity, initiative, responsibility, responsiveness to professional feedback, self-reflection, and student
focus. Each student is required to participate in class through discussion and collaboration without reminders from the instructor. **Sleeping, texting, or use of other electronic devices in class including phones when not a part of a classroom activity are not acceptable behaviors, will be evaluated as a lack of professional behavior, and will reflect on your professional dispositions grade.** As a professional teacher, you will be responsible for other peoples’ children – choose to be responsible and/or motivated enough to partake of every learning opportunity in your pre-service training. Remember, you are developing professional dispositions that will define you for the course of your career.

8. Attendance/Tardies-
   A. Attendance Policy- Students are expected to attend all classes, arrive on time, sign in, and actively participate in class. Students are allowed **two “personal days” that they may take at their discretion, but only with prior notification.** You may notify the instructor by phone, email, or during class time. **Exam days are excluded from this policy.** Work that is due on the day you are absent must still be submitted **ON THAT DAY,** by a classmate or electronically.

   **Each unexcused absence besides the 2 personal days will result in a 30 pt. deduction from your professional dispositions grade. At 5 unexcused absences, you will fail this course.**

   B. Tardy Policy- Five points will be deducted for each tardy for tardies over 10 minutes unless there is an extenuating circumstance. **Supports the PCOE core value of Integrity, responsibility, diligence, and ethical behavior.**

9. Professional Growth Opportunities (20 pts. each)- Just as professional educators have the opportunity for continued professional growth, students will also be given the opportunity to extend, elaborate, and apply their classroom learning to **two** educational experiences outside of the classroom setting. These experiences will vary with the semester depending upon community and university events. **Supports the COE core value of Life-long Learning.**

Failure Clause: **Failure Policy: You may immediately earn an “F” in this course due to the following reasons:**

- You falsify any records or documents
- You have violated state or federal law
- You have violated The Code of Ethics and Standard Practices for Texas Educators
- You have violated school and/or district policy
- You have violated university policy
- Any other egregious acts of non-professional behavior

I understand that any of the above violations will result in an **“F” in this course** and possible dismissal from the Secondary Education program and the Educator Preparation Program at SFA as well.

1. You may also earn an “F” in the course or the lab due to the following reason:
   - You have accumulated 5 unexcused absences.

Quality of Assignments: High professional standards are expected of all assignments. In order to obtain the full credit for an assignment, candidates must demonstrate higher order thinking skills (analyze data by applying theoretical and conceptual tools discussed in the course; construct convincing arguments; integrate information from various sources; evaluate various theoretical perspectives; etc.). All assignments are to be submitted in a timely, professional manner. This includes use of Standard English,
correct grammar and spelling, and appropriate formatting. Remember that the quality of work you present reflects the quality of your desire to be a professional educator. **All submitted work should be typed unless otherwise noted.**

### IV. Evaluation and Assessments (Grading):

- Course quizzes 250 pts
- Formative Assessments 200 pts
- Mini-unit and 4 lesson plans 200 pts
- Children’s eBook 100 pts
- Content Exam 100 pts
- Millard’s Crossing Experience 100 pts
- Attendance, Tardies, Participation and Dispositions 100 pts

To determine your grade, take your points earned and divide by the number of points possible. Letter grades for the course will be determined as follows:

- 90-100% = A
- 80-89% = B
- 70-79% = C
- 60-69% = D
- Below 60% = F

### V. Tentative Course Outline/Calendar:

**Week # 1:** Social science and social studies; Characteristics of powerful social studies

**Week # 2-3:** Historiography and Inquiry

**Week # 4:** National and state curriculum and standards

**Week # 5:** Instructional planning

**Week # 6-7:** Teaching History

**Week # 8-9:** Interdisciplinary and multidisciplinary; Integrating Art, Music, and Literature

**Week # 10:** Teaching Geography and Culture

**Week # 11:** Teaching Government/Civics

**Week # 12:** Citizenship and Civic engagement

**Week # 13:** Teaching Economics

**Week # 14:** Assessment in social studies

**Week # 15:** Technology in social studies

### VI. Required Text and Other Materials

A. There is not a required textbook for this course. Most readings and articles will be provided in class or on D2L.

B. A **two-inch 3 ring binder, notebook paper, and a set of dividers** to be used for your Interactive Notebook.

C. Access to K-6 state-adopted textbooks in your content area. These are in Steen Library, 4th floor behind the elevators.
D. A LIVETEXT Account – This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-7050 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in a WH for this class.

VII. Course Evaluations

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes;
3. Making decisions on faculty tenure, promotion, pay, and retention.

Students in the COE electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the COE, the course evaluation process has been simplified and is completed electronically through MYSFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Participation, Personal Responsibility and Professional Dispositions

Stay in Touch with the Instructor
Teaching well takes serious effort and commitment. You have not chosen an easy job, but you have chosen an important, rewarding, and fun job. As a teacher, you are responsible for helping students learn and grow. What you do as a teacher will make a difference in students’ lives. This class will require you to stay on top of your work. If you find yourself stumbling, overwhelmed, or generally stressed out, that’s a signal to get in touch with me. We will set up a time to meet or talk. I will offer support and try to figure out how to help you balance these demands so that you are prepared to teach.

Use of Personal Technology
Appropriate use of electronic devices is also a part of your professional participation in our class. Laptops and tablets are valuable tools for learning; however, they can also be distracting and obstruct good listening and participation. Examples of acceptable use of electronic devices include making records of your practice and
consulting resources for work in class. Non-instructional texting, phone calls, social networking, shopping, and other non-instructional use of these devices are not acceptable in this class at any time, and will result in a reduction in your participation grade. During class we will have “on” and “off” times. Most of the time in class will be an “off” time; during these “off” times we will have electronics-free discussions and your phones/electronic devices should not be used. Assume we’re in a technology “off” time, unless otherwise stated. We will purposefully pull out laptops or tablets during “on” times when we have activities that require technology. Cell phones should be off and away during class. If you are concerned about your ability to meet this professional expectation, please discuss your concern with me. Let me know if there is an emergency that affects your need for using a phone during class time.

**Discussions**

Discussions will take place at table groups and as a whole class. I expect you to share your ideas, listen to and try to understand the ideas of others, ask each other questions about the topic of discussion and ideas shared, build on each other’s ideas, cite examples from the texts or your experiences to support your ideas, and treat each other with respect. As a participant in discussions, try to encourage your peers to participate, move the discussion forward, and make the classroom safe for different perspectives. Consider these behavioral practices to support active listening as you participate in class: Good practice includes looking at the person who is talking to you; making an effort to hear the exact words the speaker is saying; reflecting back what you hear; responding to others’ ideas by extending, supporting, or challenging those ideas with your own thoughts; using specific examples from course readings to support your ideas or connect to the ideas of others; use nodding or other signs to show that what a classmate says matters. Some cautions to avoid include interrupting before the person has finished speaking, being preoccupied with other things, conveying immediate disagreement or impatience by how you look at the person, or quickly suggesting other perspectives without understanding those of the speaker.

**IX. Academic Accommodation for Students with Disabilities (Policy 6.1/6.6)**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**X. Academic Dishonesty**

Abiding by university policy 4.1 on academic integrity is a responsibility for all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Academic dishonesty** includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. **Plagiarism** is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.
Penalties for academic dishonesty may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

**XI. Student Appeals**

A student who wishes to appeal decision related to academic dishonesty should follow procedures outlined in the policy, Academic Appeals by Students (6.3).

**XII. Withheld Grades Semester Grades (Policy 5.5)**

At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy (i.e., Active Military Service (6.14)). If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**XIII. Student Code of Conduct (Policy 10.4)**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936 468 2703.

**XIV. Certification/Licensing Requirements in Texas related to public education, indicates you will be required to:**

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public-school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due __________________. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/)). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to
certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU. For further information concerning this matter, contact Katie Snyder Martin 936-46-1740 or snyderke1@sfasu.edu

**Course Optional Resources (These are NOT required textbooks)**


**Contacting Your Instructor**

Students should expect a response from your instructor to emails and phone calls within 24-48 hours from their contact efforts, between Monday 10 am - Friday at 5 pm, except for school holidays and when instructors are attending out of town meetings/conferences.

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1 In constructing this syllabus I drew heavily on the ideas of several people and appreciate their good thinking and generosity: Vicki Thomas of Stephen F. Austin state University; Erik Byker of The University of North Carolina at Charlotte; Chauncey Montesano of The University of Michigan; Elizabeth Hudson of Texas State University.