ELE 302 Teaching Social Studies in EC-6

Spring 2018 Online Completer Course

Professor Information

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<tr>
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<tr>
<td><strong>Office:</strong> 209Q</td>
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<td><strong>Office hours:</strong></td>
<td><strong>Credits:</strong> 3 hours</td>
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| Online               | **Course Time & Location:** This is an online web-based course.

Prerequisites


I. Course Description and Rationale

Teaching Social Studies in EC-6 - 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. This includes investigation of activities and materials appropriate for achieving social studies objectives. The syllabus, calendar of assignments, learning modules, forms for class assignments, and website links are all posted on the class website in D2L. All assignments are required to be submitted online in D2L and some to LiveText.

Learning is social in nature. Children learn from their interactive experiences with others: parents, siblings, relatives, friends, and other significant individuals in their lives. Social studies instruction naturally lends itself to an integrated curriculum based on the personal and social aspect of learning. Social studies are 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 and desires, as well as how to develop respect for different viewpoints and cultural beliefs. In short, social studies is the study of cultural, economic, geographic, and political aspects of past, current, and future societies. (Farris, Cooper, 1994, p. 6)

II. Intended Learning Outcomes/Goals/Objectives

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 elementary-level learners. The Program Learning Objectives are aligned to the Association for Early Childhood International (ACEI) and Interstate Teacher Assessment and Support Consortium (InTASC). All content and assignments are aligned to these standards.

III. Program Learning Outcomes & Student Learning Outcomes

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.
  o SLO 2.1 Assessments – Social Studies Competency Exam, Quizzes, 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.
  o SLO 2.2 Assessments – Integrated Mini Unit Assignment, Practica, 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.
  o SLO 2.3 Assessments – Practica, 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.
  o SLO 2.4 Assessments - Social Studies Competency Exam, Quizzes, Practica 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.
  o SLO 2.5 Assessments - Social Studies Competency Exam, Practica, Quizzes, and Final Exam [SS 5.2k, 5.6k; 5.1s; 5.14k].

• 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, Practica, 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, Practica, 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, Practica, 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 (EC6 Texas Social Studies ST III).
  o SLO 4.1 Assessments - Quizzes, Integrated Mini Unit Assignment, Practica, 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)].

IV. Course Assignments, Activities, and Instructional Strategies

1. Discussions (15% - 15 points): Each candidate will be responsible for writing three discussions (3 discussions @ 5 points each) and posting each on the class Discussion Board in D2L. Discussions sent via any other means than in D2L will not be accepted. The instructor will assign discussions topics.

2. Practica (25% - 25 points): Each candidate will conduct six project-based learning activities as a means of demonstrating competency in preparing effective age/grade appropriate plans for social studies instruction. Directions for completing each assignment are in D2L and templates for all Practica are provided. The Practica are also designed to help candidates make connections with the course readings.

   Practica 1: Our Interactive Resources (5% - @ 5 points): To demonstrate competency in finding quality interactive resources to teach social studies, the candidates will capture and save an image of the home page of an interactive/simulation resource. They will then write an annotation about the interactive resource they selected.

   Practica 2: Our Primary Documents (5% - 5 points): Candidates will upload an image of a primary source document and write a short annotation about the document including an explanation about why they selected the document and how they will use it as a critical thinking tool.

   Practica 3: Our Geography Videos (5% - 5 points): Candidates will prepare a video describing the five themes.

   Practica 4: Our Economics Resources (5% - 5 Points) To demonstrate competency of economics concepts,
candidates will research a social studies site that includes lesson plans on economics concepts and evaluate the lesson with a provided rubric.

**Practica 5: Our Global Competencies (5% - 5 points):** Candidates will choose a global awareness activity from a provided list and how it could be used to facilitate knowledge of social studies related concepts.

3. **Exams/Quizzes (40% - 40 points):**

Quizzes (20% - 16 quizzes 5 reading and 12 content): Each quiz will have questions on both social studies methods and social studies content. They will cover the material presented in the readings. Quizzes will be in multiple-choice T/F and short answer format and will be taken online in D2L Quizzes.

Social Studies Content Competency Pretest Quiz (10% - 10 points): This quiz covers the social studies content Texas expects each EC-6 candidate should know and be able to teach to their students. The quiz is in multiple-choice format and will be taken as a pretest online in D2L before the Exam they will take with SFA’s Assessment Director.

Social Studies Content Competency Exam (10% - 10 points): This exam covers the social studies content Texas expects each EC-6 candidate should know and be able to teach to their students. The exam is in multiple-choice format.

4. **Integrated Learning Segment (20% - 1 plan @ 20 points):** To demonstrate competency in effectively planning for integrated social studies instruction, each candidate will develop an Integrated Learning Segment plan that teaches one or more social studies TEKS. The plan must integrate a piece of children’s literature and a technology component with social studies instruction.

Standards Covered (ACEI 2; InTASC 4) [(SS 1.3k; 1.7s) (PPR 1.15k; 1.21k; 1.18; 1.18s; 3.11s) (ISTE T1.2k-2b; T4.6s-1b)] [(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)] [(SS 3.2k; 3.3k; 3.7k 3.6s) (PPR 1.21k; 1.27k) (ISTE T7.3s-1b; T7.7s-2a,2b; T7.18s-5b)] [(SS 4.2k, 4.3k; 4.9k; 4.12k; 4.1s) (ISTE T6.315-3d)] [(SS 5.2k, 5.6k; 5.1s; 5.14k) [SS 6.1k; 6.3k; 6.5k; 6.12s] [SS 7.1k; 7.2k; 7.2s; 7.3s] [SS 8.1k; 8.2k; 8.3k; 8.9s; 8.10s; 8.11s; 8.12s] [(SS 9.1k; 9.2k, 9.2s; 9.3s) (PPR 1.5s)] [(SS 10.1k; 10.4k, 10.7k; 10.10s) (ISTE T6.31s-3d; T7.18s-5b)] (ACEI 4; InTASC 6). ([TSSAii and TSSBii PPR 1.25s; PPR 1.27s; PPR 1.27s; 1.28k; PPR 2.21s) (ISTE 1.2k-2b).

V. **Evaluation and Assessments (Grading): 100 Possible Points**

A = 90 - 100 points - B = 80 - 89 points - C = 70 - 79 points - F < 70 points

See the section above for a detailed description of the assignment and the point totals for that assignment. See the PLO/SLO section above for alignment to the Educator Preparation Standards.

GRADING RUBRICS

There are rubrics for each discussion which are posted in the discussion directions and in the discussion. Also, there are rubrics for the assignments. They, too, are posted in the directions for the dropbox assignments in the modules.

**Class participation and professionalism:** Candidates will actively participate in all assignments.

Active Participation in assignments and activities: Candidates will actively participate in assignments and activities including: Discussions, Quizzes, Practica, and Formal Assessments. If candidates fail to complete any assignment, an automatic lowering of one letter grade will occur. Every assignment is chosen with care and relates to standards set by the state of Texas.

Completion of online course evaluation: Candidates should complete the online course evaluation in MySFA at the end of the semester in order to give the instructor constructive feedback.
LIVETEXT – The social studies content exam will be the liveText assignment for this course. Students will upload a copy of the exam results to LiveText and the instructor will input the grade.


Technology - This is a class that requires the use of D2L. You will navigate web sites and video links. Additionally, you will Word and PowerPoint if you choose to do so for your assignments. You are encouraged to use all of the Word tools for editing purposes. You will need Adobe and PowerPoint Readers at the least.

VI. Required Text and Other Required Materials:

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.
## VII. Tentative Course Calendar of Assignments:

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<th>Module/Dates</th>
<th>Readings</th>
<th>Assignments</th>
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| **Week One**   | *Welcome to Social Studies*  
NCSS Framework Ch1-3  
Vision for Powerful Teaching & Learning  
Ancient America – Russell Intro – pg. 6 | Intro Discussion  
Reading Quiz 1  
Content Quiz |
| 1/15-1/19      | *Preparing Citizens*  
Teaching Against Idiocy  
Critical Literacy  
*Columbus to Colonies* - Russell pg. 7-15 | Discussion  
Content Quiz |
| **Week Two**   | *A Picture is Worth a Thousand Words*  
Litner – Big Ideas  
Brophy & Alleman – Planning Tools pgs. 278-289  
*American Revolution Part 1* – Russell pg. 15-22 | Brainstorm Integrated Mini-Unit Theme  
Reading Quiz 2  
Content Quiz |
| 1/20-1/26      | *Planning Social Studies Instruction*  
Brophy & Alleman – Circular Integration  
Brophy & Alleman – Planning Tools pgs. 290-300  
*American Revolution Part 2* – Russell pgs. 22-29 | Reading Quiz 3  
Content Quiz |
| **Week Three** | *Social Studies Assessment*  
NCSS Framework Chapter 5  
Brophy & Alleman – Assess Student Learning  
*Our Government* – Russell pgs. 29-37 | Content Quiz  
Reading 4 Quiz  
Content Quiz - Westward Expansion |
| 1/27-2/2       | *Content Knowledge and Pedagogical Content Knowledge*  
Westward Expansion – Russell pgs. 37-41, 48-49, 66-68, 71-72 | Content Quiz  
Reading Quiz 3  
Content Quiz |
| **Week Four**  | *Technology in the Social Studies Classroom*  
Devlin-Scherer & Sardone Digital Simulation Games  
Preinsky Simulation Nation  
*Civil War* – Russell pgs. 42-58 (excluding 48&49) | Discussion – Digital Simulation Games  
Content Quiz |
| 2/3-2/9        | *Primary Source Documents*  
Faithfull – Four Reads: Learning to read primary source documents  
Waring – Developing critical and historical thinking skills  
*Growing Pains* – Russell pgs. 58-64, 66,72 | Dropbox – Primary Source Document  
Content Quiz |
| **Week Six**   | Spring Break | Spring Break |
| 2/17-2/23      | *Geographic Education*  
JCGE – Geography Awareness  
Bednarz & Bednarz Importance of Geospatial Thinking  
*WWI* – Russell pgs. 77-79 | DropBox – Geography Videos  
Content Quiz |
| **Week Seven** | *Economics*  
Ray & Ballard Ch1-3 Classroom Mini-Economy  
National Council on Economic Education  
*Great Depression* – Russell pgs. 82-84 | Content Quiz  
Reading Quiz 5 |
| 2/24-3/1       | *Civics*  
Schwartzman – Embracing Action  
*WWII* – Russell pgs. 85-93 | Civics Lesson Plan Evaluation  
Content Quiz |
| **Week Eight** | *Global Competencies*  
Mansilla & Jackson Chapters 1&2  
*We Didn’t Start the Fire* – Russell pgs. 93-109 | Global Competencies Activity  
Content Quiz |
| 3/2-3/8        | *Mini Unit Project Work Session* | Work on Integrated Mini Unit |
| **Week Nine**  | *Professional Organizations* | Turn in Integrated Mini Unit |
| 3/9-3/15       | *Spring Break* | Spring Break |
| **Week Ten**   | *Economics*  
Ray & Ballard Ch1-3 Classroom Mini-Economy  
National Council on Economic Education  
*Great Depression* – Russell pgs. 82-84 | Content Quiz  
Reading Quiz 5 |
| 3/16 – 3/22    | *Civics*  
Schwartzman – Embracing Action  
*WWII* – Russell pgs. 85-93 | Civics Lesson Plan Evaluation  
Content Quiz |
| **Week Eleven**| *Global Competencies*  
Mansilla & Jackson Chapters 1&2  
*We Didn’t Start the Fire* – Russell pgs. 93-109 | Global Competencies Activity  
Content Quiz |
| **Week Twelve**| *Final Project* | Submit Practice Content Exam Score  
Content Quiz |
| **Week Thirteen** | *Final Project* | Submit Final Project Commentary  
and Video |
All assignments/assessments/discussion postings are expected by the due dates. If you find that you are unable to make a deadline, email the instructor prior to the due date with a legitimate reason for missing the due date. Acceptance of late work is at the discretion of the instructor. The grade may be lowered one letter grade if all assignments (quizzes, dropboxes) are not completed. This is at the discretion of the professor.

Also, when the official role is taken, if you have not been active in this course up to this point, you may be dropped from financial aid.

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignment are expected in all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence (SFA Policy 6.7).

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/.

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 polity 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.
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).

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.

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 or call the office at 936 468 2703.

Acceptable Student Behavior:

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 (see the Student Conduct Code, policy D-34.1). 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 prohibition 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 Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

To complete Certification/Licensing Requirements in Texas related to public education, 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/). 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

**IX. Other Relevant Course Information**

Copy this receipt, complete the blanks, and submit it to the instructor within the RECEIPT OF SYLLABUS VERIFICATION Drop Box no later than midnight Sunday of the second week of the semester.

**RECEIPT OF SYLLABUS VERIFICATION**

I have read the syllabus for ELE 302, and understand the course requirements. I have read and understand the attendance and assignment policies for ELE 302. Name: (Typing your name here will be the equivalent of your signature)