ASU College of Education  
Teacher Education Department  
ED 4311 – Social Studies: 
Instructional Strategies for the 
Elementary and Middle School Teacher  
Course Syllabus – SPRING 2019

Geography has made us neighbors. History has made us friends. Economics has made us partners, and necessity has made us allies. Those whom God has so joined together, let no man put asunder.

John F. Kennedy

Professor/Instructor: Dr. Charlene Bustos
Email: charlene.bustos@angelo.edu

Office Hours:  M: 10:30-11:30 a.m.; 3:30-5:00 p.m.
T: 3:30-5:00 p.m.
W: 3:30-4:15 p.m.
R: 3:30-5:30 p.m.
F: By appointment

Telephone: (325) 486-6950
Office: CARR 114

ED 4311 – Social Studies: Instructional Strategies for the Elementary & Middle School Teacher

Day, Time & Location of Course
- 4311.010 – MW 12:30-1:45 p.m., CARR EFA Rm 112
- 4311.020 – MW 2:00–3:15 p.m., CARR EFA Rm 112

Course Description: This field-based course emphasizes the integration of research and theories about the processes of learning social studies in the elementary and middle school. Problem solving, critical thinking, and citizenship will be stressed. Addresses instructional strategies and materials for teaching social studies. Field experience (Block 1) is required.

Methods of Instruction/Teaching: Active Engagement in Teaching & Learning
   a) mini-lectures and demonstration lessons
   b) research and critical thinking/writing activities
   c) individual and small group demonstrations and discussions
   d) service-learning partnerships with schools and community agencies
   e) lesson planning
   f) critical problem-solving and decision-making activities
   g) practical, creative use of resources

Materials Needed
- TASKSTREAM Account – students are required to have a subscription to TASKSTREAM that can be accessed at www.taskstream.com
- Single subject notebook or composition book (or a 3-ring binder, if you prefer)
Required/Primary Resources - Textbooks


[www.ncss.org](http://www.ncss.org) - Website for National Council for Social Studies

Optional - Secondary resources


Handbook of Texas Online. [www.tshaonline.org/handbook/online](http://www.tshaonline.org/handbook/online)
[www.ncge.org](http://www.ncge.org) - Website for National Council for Geographic Education


Course Requirements

Candidates are expected to complete all classroom and out-of-classroom assignments in order to successfully complete the course. Candidates are expected to check BLACKBOARD and ASU email on a regular basis (at least once each day). Candidates are expected to attend class, complete reading assignments prior to each class period, complete written assignments each week, take tests/exams as scheduled, and participate appropriately during field experiences in the local public schools.

Candidates must access BLACKBOARD for electronic posting of syllabus, assignments, announcements, grading information, PowerPoints, etc. Candidates are to download these documents and bring the copies to class. Contact the ASU Help Desk at 325-942-2911 to learn about BLACKBOARD and accessing it.

Candidates are expected to:

- attend class
- complete reading assignments prior to class
- participate in class activities/discussions
- take tests/exams as scheduled
- be timely and respectful during field experiences

COURSE GOALS:

- Gaining factual knowledge (terminology, classifications, methods, trends)
- Learning fundamental principles, generalizations, or theories
- Learn to apply course material (to improve thinking, problem solving, and decisions)
- Learning how to find and use resources for answering questions or solving problems
- Learning to analyze and critically evaluate ideas, arguments, and points of view
Social Responsibility Goals:
By the end of this course the candidate will:
   Demonstrate effective engagement in the community and intercultural competence.

OUTCOMES

Relation to Learning Outcomes
The study of Social Studies offers a broad lens to see many different perspectives about how people live together and meet their needs. The course opens doors for intellectual, professional, and personal growth during the semester as students critically examine their own beliefs in a process of selecting materials for appropriate social studies instruction. An emphasis on the role of responsible citizens, both locally and globally, further opens doors to a future that is just and fair.

LEARNING OUTCOMES
The following chart lists the learning outcomes for this course. Learning outcomes for this course are based on ASU Undergraduate Learning Goals, ISTE Standards, InTASC Standards, and the TExES Standards and Competencies for Teachers. More information for each of these can be found at the Internet links listed below the table.

<table>
<thead>
<tr>
<th>GOALS &amp; COMPETENCIES &amp; STANDARDS</th>
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<tbody>
<tr>
<td><strong>Angelo State University Undergraduate Learning Goals</strong></td>
</tr>
<tr>
<td>1. LIBERAL KNOWLEDGE AND SKILLS OF INQUIRY, CRITICAL THINKING, AND SYNTHESIS: Students will acquire knowledge in the humanities, the natural sciences, the social sciences, and the arts, which collectively embody the human cultural heritage. Students will develop their abilities to practice higher-level critical thinking.</td>
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<tr>
<td>2. CORE SKILLS: Students will become proficient in reading, writing, speaking, and listening. They will also develop quantitative literacy and technological fluency.</td>
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<tr>
<td>3. SPECIALIZED KNOWLEDGE: Students will gain knowledge and skills appropriate both for their fields of study and to enter into the professional sector and/or graduate school</td>
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<td>4. SOCIAL RESPONSIBILITY: Students will understand their responsibility as citizens in a complex, changing society.</td>
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<td>5. CULTURAL IDENTITY: Students will gain insight into the ways cultural identities and experiences shape individual perspectives of the world.</td>
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<tr>
<td><strong>InTASC Standards</strong></td>
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<tr>
<td><strong>Standard #1: Learner Development</strong> – The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. Standards a, b, d, i</td>
</tr>
<tr>
<td><strong>Standard #2: Learning Differences</strong> – The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. Standards a, c, d, j</td>
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<tr>
<td><strong>Standard #3: Learning Environments</strong> – The candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. Standard b</td>
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<tr>
<td><strong>Standard #5: Application of Content</strong> – The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. Standards j, m, p</td>
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<tr>
<td><strong>Standard #6: Assessment</strong> – The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. Standards b, d, j</td>
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<tr>
<td><strong>Standard #7: Planning for Instruction</strong> – The candidate plans instruction that supports every student in meeting rigorous...</td>
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learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. Standards a, b, g, h, k, n

**Standard #8: Instructional Strategies** – The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. Standards d, i

**Standard #9: Professional Learning and Ethical Practice** – The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. Standards e

**ISTE Teacher Technology Standards:**
1. Facilitate and inspire student learning and creativity
2. Design and develop digital age learning experiences and assessments
3. Model digital age work and learning

**TExES Competencies – Grades 4-8**

**Competency 001 (History):** Understands and applies knowledge of significant historical events and developments, multiple historical interpretations and ideas, and relationships between the past, the present, and the future, as defined by the Texas Essential Knowledge and Skills (TEKS).

**Competency 002 (Geography):** Understands and applies knowledge of geographic relationships involving people, places, and environments in Texas, the United States, and the world, as defined by the Texas Essential Knowledge and Skills (TEKS).

**Competency 003 (Economics):** Understands and applies knowledge of economic systems and how people organize economic systems to produce, distribute, and consume goods and services, as defined by the Texas Essential Knowledge and Skills (TEKS).

**Competency 004 (Government and Citizenship):** Understands and applies knowledge of government, democracy and citizenship, including ways in which individuals and groups achieve their goals through political systems, as defined by the Texas Essential Knowledge and Skills (TEKS).

**Competency 005 (Culture; Science, Technology, and Society):** Understands and applies knowledge of cultural development, adaptation and diversity, and understands and applies knowledge of interactions among science, technology, and society, as defined by the Texas Essential Knowledge and Skills (TEKS).

**Competency 006 (Social Studies Foundations and Skills):** Understands the foundations of social studies education and applies knowledge of skills used in the social sciences.

**Competency 007 (Social Studies Instruction and Assessment):** Plans and implements effective instruction and assessment in social studies.

**TExES Competencies – Grades EC-6 Generalist**

**DOMAIN III — SOCIAL STUDIES**

**Competency 001 (Social Science Instruction):** Understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.

**Competency 002 (History):** Understands and applies knowledge of significant historical events and developments, multiple historical interpretations and ideas and relationships between the past, the present and the future as defined by the Texas Essential Knowledge and Skills (TEKS).

**Competency 003 (Geography and Culture):** Understands and applies knowledge of geographic relationships involving people, places and environments in Texas, the United States and the world; and also understands and applies knowledge of cultural development, adaptation, diversity and interactions among science, technology and society as defined by the Texas Essential Knowledge And Skills (TEKS).

**Competency 004 (Economics):** Understands and applies knowledge of economic systems and how
people organize economic systems to produce, distribute and consume goods and services.

Competency 005 (Government and Citizenship): Understands and applies knowledge of concepts of government, democracy and citizenship, including ways that individuals and groups achieve their goals through political systems.

Angelo State University Undergraduate Learning Goals

InTASC STANDARDS:  http://www.angelo.edu/content/files/22151-intascmodelcoreteachingstandards2011pdf

Texas Educator Standards:
http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/

TExES Standards /Competencies  http://cms.texas-ets.org/texes/prepmaterials/tests-at-a-glance/

Texas Education Agency (TEA) -  http://www.tea.state.tx.us
TExES EC-12 PPR – What’s new?  http://www.texas.ets.org/texes/aboutthetest#whats_new
Texas Essential Knowledge & Skills (TEKs) -  http://www.tea.state.tx.us/index2.aspx?id=6148

Assignments  See Blackboard for assignment information.
All written assignments, presentations, media presentations, etc., must follow the writing style found in the most current edition (6th) of the American Psychological Association Publication Manual (APA Manual) which is available at the ASU library, at the bookstore, or on-line at www.apa.org.

Written Assignments:

Any written assignment or project submitted should be of high professional quality and APA format. This expectation includes:

1. All written assignments must be produced in a WORD document unless otherwise defined. Please use double-line spacing and a standard 12-point font unless otherwise requested, with a one-line header (name, ED 4311, name of assignment, date). NO TEXT EDIT format.

2. All written work must indicate evidence of competency in writing. This means that it is expected to be free of errors in typing, spelling, grammar, punctuation, sentence structure, syntax, style, and organization. Do not use contractions unless you are quoting. **You will lose a minimum of 5 points on each assignment for excessive errors.** Reread your work before submitting and read it aloud to yourself. All written assignments will be graded using a rubric or checklist provided to you.

3. Submitting papers:
   - Some assignments may be required to be submitted in document carrier sheets (page protectors) or report covers; hard-copy/in-class.
   - **All** papers are to be stapled in the top left-hand corner, not paper clipped or folded at the corner.
   - Headings should be brief—a one-line header in most instances.
   - Assignments are due at the beginning of the class period.
ASU OP10.04 Academic Regulations Concerning Student Performance  
http://www.angelo.edu/opmanual/#s10

Course Evaluation and Grading  
Grading includes neatness, organization, creativity, and appropriateness of material to course content. Assignments should reflect your professional best as an educator and will be graded accordingly. Please edit for grammar and punctuation! Assignments are due at the beginning of the class period. Late work is **NOT accepted** — in other words, **NO LATE WORK**. Assignments receiving 70% or below may be re-submitted for grading, with 90% as the highest grade possible.

### Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Final Grade – Points:</th>
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<tbody>
<tr>
<td>Attendance/Participation</td>
<td>100</td>
<td>900-1000 pts = A</td>
</tr>
<tr>
<td>Blog/Discussion Boards</td>
<td>140</td>
<td>800-899 pts = B</td>
</tr>
<tr>
<td>Survey/Comm. Engagement</td>
<td>50</td>
<td>700-799 pts = C</td>
</tr>
<tr>
<td>Exams</td>
<td>160</td>
<td>600-699 pts = D</td>
</tr>
<tr>
<td>Homework</td>
<td>250</td>
<td>0 - 599 pts = F</td>
</tr>
<tr>
<td>Pre-Block Lessons (3)</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>Block I Lessons (2)</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Block Teaching</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Block I Reflections</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,000 pts</strong></td>
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*** Please note: **A passing grade in “required courses” is C or better; D is **not** passing.***

1. **Attendance & Participation – 100 points** (see **Attendance** Policy below). In addition to points for attendance, points will be awarded for your participation in partner, small group, and whole class activities. This includes being prepared (advance reading) and bringing necessary materials (textbooks, notebook, etc.).

2. **Blog/Discussion Boards – 140 points (3 events)** - Assignment directions & rubric will be provided.

3. **Exams – 2 (160 points)** – Multiple-choice, short answer, and essay. **ONLINE**

4. **Homework – 250 points** – Variety of online and written assignments such as US President analysis, Constitution day, TEKs comparison, reflections on professional articles, etc. Includes:  
   a. **Online Research Project – 50 points** – Assignment details on Blackboard.  
   b. **Field Trip Project – 50 points** - Candidates (in pairs) will research local resources to plan an appropriate social studies field trip (local & virtual).

5. **Pre-Block Lessons/Activities (90 pts)** – Candidates will be expected to construct written lesson plans that use the various strategies taught in the ED 4311 class (3 lesson plans). Lessons will be constructed that can be taught during the social studies block. All lessons will be prepared on TaskStream, **then turned in to me** (in class or my office).

6. **Block I Lessons (2) - (30 pts each)** – Written during field experience in accordance with directions/guidance from cooperating teacher (2 lessons). **On TASKSTREAM.**
7. **Block Teaching** – (100 points) & **Block I teaching reflections** (30 points) & **Observation** (20)
   
a. Candidates will be observed teaching one (1) lesson in the classroom (100 pts)
b. One observation of classroom teacher/instruction (20 pts)
c. Two (2) reflections on Block social studies teaching (15 pts ea)

### Attendance Policy
Candidates are to adhere to ASU policy OP 10.04 and Unit policy.
[http://www.angelo.edu/opmanual/#s10 - Academic Regulations Concerning Student Performance](http://www.angelo.edu/opmanual/#s10)

Class attendance is a professional responsibility. Please be on time and plan to stay the entire class period. Attendance will be taken during each class period. There are no “excused” absences in this class as you are allowed **two (2)** before any loss of attendance points. Each absence after the second absence will result in **15 points being deleted** from your “Attendance” category.

It is appreciated that you notify the instructor (by voice message or email) if/when you have to be absent. Any “in-class assignments” that you miss due to absence **CANNOT be made-up**.

Attendance at, preparation for, and participation in each class are mandatory. Course content is presented through demonstration and practice with frequent candidate debriefing. **Homework assignments are designed to require a minimum of two hours outside of class for each class hour.**

**During the BLOCK I teaching, only one (1) absence is allowed.** Any additional absence must be made-up and documented by your classroom teacher. Failure to make-up absences during Block teaching will drop your final letter grade by one letter. The instructor, classroom teacher, and the members of your group **MUST be notified immediately** of any upcoming absence or late arrival.

Being unprepared for class and not completing assignments will negatively affect your grade. **Before each class session, check Blackboard--print out and bring any necessary documents to class.**

**ASU OP10.19 Student Absence for Observance of Religious Holy Day**
[http://www.angelo.edu/opmanual/#s10](http://www.angelo.edu/opmanual/#s10)

**ASU OP 10.15 Providing Accommodations for Students with Disabilities**
[http://www.angelo.edu/opmanual/#s10](http://www.angelo.edu/opmanual/#s10)

Persons seeking accommodations must contact the Student Life Office, Room 112 University Center, 942-2191, in order to request such accommodations prior to any accommodations being implemented. Candidates are encouraged to make this request early in the semester so that appropriate arrangements can be made.

**Academic Honesty**
Candidates are to be familiar with the ASU Student Handbook and the University Honor Code that includes the “Student Academic Honor Code Statement”.

Candidates are to adhere to ASU policy. Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Teacher candidates are responsible for
understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook.

**Syllabus Changes:** The professor reserves the right to make changes as necessary to the syllabus and course calendar. If changes are needed, the professor will send an email, and post an announcement through BlackBoard. **It is the student's responsibility to look for information regarding changes from the professor on a daily basis.**

**College of Education Cell Phone/Electric Paging Device Policy:**

1. The University's cell phone policy is in effect during class. The policy is posted in the classroom.

2. Cell phones or other electronic devices are to be turned OFF or SILENCED upon entering class. **They should NOT BE visible or heard during classtime.**

3. Backpacks and large bags are to stay off of the tables.

4. Digital devices may be used at the discretion of the professor.
ED 4311

**Syllabus**

**SPRING** 2019

**Tentative Class Schedule**

**ED 4311 – Social Studies:**

*Instructional Strategies for the Elementary & Middle School Teacher*  
(tentative, may be adjusted by professor as needed)

**Week 1** – Jan 14  
Introduction to class, review of syllabus & course requirements;  
online resources & article reflection (homework assignments);  
Assignment: MLK/TEKs

Jan 16  
*Field Trip to Dunbar Library*

**Week 2** – Jan 21  
**HOLIDAY:** Martin Luther King, Jr.

Jan 23  
Ten themes of social studies; citizenship; IRIS Modules

**Week 3** – Jan 28 & 30  
Constitution Day; Dimensions of citizenship; Planning units/writing objectives; reflective practice; TaskStream; Citizenship lesson plan

**Week 4** – Feb 4  
Field Trip to Tucker Center in U/C: topic – Primary Sources

Feb 6  
Teaching history; teaching strategies; TEKs alignment

**Week 5** – Feb 11  
**COMBINED CLASSES:**  
2:00-3:15 pm: Education Symposium in University Center)  
Exam #1 (online – due by end of the week)

Feb 13  
**SPECIAL EVENT: 9:00 am – 2:30 pm** - Law Related Education (LRE) Presentation & Activities/Free Resources at Region 15 Education Service Center (ESC) **FREE LUNCH**

**Week 6** – Feb 18 & 20  
Geography & 5 themes; symbols, charts & graphs; music & geography;  
Geography lesson plan

**Week 7** – Feb 25 & 27  
Teaching economics; & social sciences; Economics lesson plan;  
Assessment; using primary & secondary sources;

**Week 8** – Mar 4  
Review of TExES Competencies; jigsaw activities

Mar 6  
**CARR Rm 124: 12:00-3:00 pm** – guest speaker from Institute of Texan Cultures regarding Primary Sources/teaching strategies/protocols

**Mar 10-17**  
**SPRING BREAK**  
Enjoy – be safe!

**Week 9** – Mar 18 & 20  
Pacing guides; classroom mgmt; field experience guidelines;  
Exam #2 (online)
ED 4311

Syllabus

SPRING 2019

Week 10 – Mar 25
Review of lesson planning (TaskStream) & campus expectations;
Strategies for large & small group activities

Mar 27
Principals’ meetings (campus to be determined)

Week 11 – Apr 1 & 3
BLOCK I: Teaching

Week 12 – Apr 8 & 10
BLOCK I: Teaching

Week 13 – Apr 15 & 17
BLOCK I: Teaching

Week 14 – Apr 22 & 24
BLOCK I: Teaching

Week 15 – Apr 29 & May 1
BLOCK I: Teaching

Week 16 – May 6
Final Exam: 1:00-3:00 pm at Region 15