



ASU College of Education
Teacher Education Department
ED 4311 – Social Studies:
Instructional Strategies for the
Elementary and Middle School Teacher
Course Syllabus – SPRING 2017

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

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Office Hours: MW: 10:30-11:30 a.m.; 3:30-5:00 p.m.
T: 12:30-1:30 p.m.; 3:30-5:00 p.m.
R: 12:30-1:30 p.m.; 3:30-5:30 p.m.
F: By appointment

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**

NCSS (2010). *National curriculum standards for social studies: A framework for teaching, learning, and assessment*. Silver Spring, MD: National Council for the Social Studies.

www.ncss.org - Website for National Council for Social Studies

- **Optional - Secondary resources**

Paley, V. (1992). *You can't say you can't play*. Cambridge, MA: Harvard University Press.

Parker, W. (2008). History, geography, and the social sciences. *Social studies in elementary education* (13th ed.). Boston, MA: Allyn & Bacon. 105-124.

Parker, W. (2006). Talk isn't cheap: Practicing deliberation in school. *Social Studies and the Young Learner*, 19(1), 12-15.

Handbook of Texas Online. www.tshaonline.org/handbook/online

www.ncge.org - Website for National Council for Geographic Education

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed). Washington, D.C.: American Psychological Association.

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.

GOALS & COMPETENCIES & STANDARDS	
Angelo State University Undergraduate Learning Goals	
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.	
2. CORE SKILLS: Students will become proficient in reading, writing, speaking, and listening. They will also develop quantitative literacy and technological fluency.	
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	
4. SOCIAL RESPONSIBILITY: Students will understand their responsibility as citizens in a complex, changing society.	
5. CULTURAL IDENTITY: Students will gain insight into the ways cultural identities and experiences shape individual perspectives of the world.	
InTASC Standards	
Standard #1: Learner Development – 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	
Standard #2: Learning Differences – 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	
Standard #3: Learning Environments – 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	
Standard #5: Application of Content – 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	
Standard #6: Assessment – 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	
Standard #7: Planning for Instruction – The candidate plans instruction that supports every student in meeting rigorous 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 <u>Texas Essential Knowledge and Skills (TEKS)</u> .
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 <u>Texas Essential Knowledge and Skills (TEKS)</u> .
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 <u>Texas Essential Knowledge And Skills (TEKS)</u> .
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

<http://www.angelo.edu/dept/aaffairs/documents/LEARNING%20GOALS%20as%20of%202-27-09.pdf>

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/

TEExES Standards /Competencies <http://cms.texas-ets.org/texas/prepmaterials/tests-at-a-glance/>

Texas Education Agency (TEA) - <http://www.tea.state.tx.us>

TEExES EC-12 PPR – What’s new? http://www.texas.ets.org/texas/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.

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

Attendance/Participation	100
Blog/Discussion Boards	140
CONNECT/Comm. Engagement	80
Exams	160
Homework	250
Pre-Block Lsns (3)	90
Block I Lsns (2)	60
Block Teaching	90
Block I Reflections	30
Total	1,000 pts

Final Grade – Points:
900-1000 pts = A
800- 899 pts = B
700 - 799 pts = C
600 - 699 pts = D
0 - 599 pts = F

***** 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 – 310 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 – 90 points & Block I teaching reflections (30 points)*
 - a. Candidates will be observed teaching one (1) lesson in the classroom (90 pts)
 - b. 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**

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 **5 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>

ASU OP 10.15 Providing Accommodations for Students with Disabilities

<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".

<http://www.angelo.edu/searchResults.php?q=Student+Handbook&sa=Go#gsc.tab=0&gsc.q=Student%20Handbook&gsc.page=1>

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.

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 18	Introduction to class, review of syllabus & course requirements; online resources & article reflection (homework assignments);
Week 2 – Jan 23	Guest speaker: Maggie Blair re: TExES Certification Exams
Jan 25	WORKDAY
Week 3 – Jan 30 & Feb 1	Ten themes of social studies; citizenship; field trips (assignment) Planning units/writing objectives; reflective practice; TaskStream
Week 4 – Feb 6 & 8	Dimensions of citizenship; teaching strategies;
Week 5 – Feb 13 & 15	Teaching history; current events & public issues; TEKs alignment Exam #1 (online)
Week 6 – Feb 20 & 22	Geography & 5 themes; symbols, charts & graphs; music & geography
Week 7 – Feb 27 & Mar 1	Assessment; using primary & secondary sources
Week 8 – Mar 6	CARR Rm 124: 12:00-3:00 pm – guest speaker from Institute of Texan Cultures regarding Primary Sources/teaching strategies
Mar 8	Teaching economics; & social sciences
** Mar 13-17	SPRING BREAK☺☺ Enjoy – be safe!
Week 9 – Mar 20 & 22	Pacing guides, classroom mgmt; field experience guidelines; Principals' meetings (campus to be determined) Exam #2 (online)
Week 10 – Mar 27 & 29	Review of lesson planning (TaskStream) & campus expectations; Strategies for large & small group activities
Week 11 – Apr 3 & 5	BLOCK I: Teaching
Week 12 – Apr 10 & 12	BLOCK I: Teaching
Week 13 – Apr 17 & 19	BLOCK I: Teaching
Week 14 – Apr 24 & 26	BLOCK I: Teaching
Week 15 – May 1 & 3	BLOCK I: Teaching
Week 16 – May 8 th	Final Exam: 1:00-3:00 pm at Region 15