Teaching Social Studies in EC-6
Department of Elementary Education ~ James I. Perkins College of Education
Stephen F. Austin State University ~ Spring Semester 2016

Professor: Vicki Thomas
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Credit: 3 Semester Hours

Course Location: 219
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Office Hours Spring 2016:
Tuesday: 10:30–11:30 ~ Charter; 3:15–4:15 ~ 219
Wednesday: 12:00 – 2:00 ~ Online
Thursday: 10:30 -12:30 ~ Charter/201Q

Class Schedule:
Monday – Thursday 8:30-11:30; 3-4
Tuesday and Thursday 12:30-1:45

Prerequisites:

I. Course Description

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 web site links are all posted on the class web site in D2L. Assignments are required to be submitted online in D2L and some to LiveText.

Course Rationale:
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 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 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)

Course Goal:
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. (Note: TExES competencies whose numbers are in bold type are those which are the primary responsibilities of ELE 302.)
II. Intended Learning Outcomes (Program Learning Outcomes - PLOs & Student Learning Outcomes - SLOs)

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 Candidates demonstrate a comprehensive knowledge of the social sciences and recognizes their value (EC6 Texas Social Studies ST I).
  - SLO 1.1.1 Assessment – Social Studies Competency Test
  - SLO 1.2.1 Assessment – Quizzes, Final Exam

- SLO 2.2 Candidates apply knowledge of geography, economics, government, citizenship, culture, and science, technology, and society to facilitate student learning (EC6 Texas Social Studies ST IV-X)
  - SLO 2.2.1 Assessment – Social Studies Competency Test, Quizzes, Final Exam

- SLO 2.3 Candidates use social science knowledge and skills to plan, organize, implement instruction and assess learning (EC6 Texas Social Studies ST III)
  - SLO 2.3.1 Assessment – Integrated Lesson Plan Assignment

- SLO 2.4 Candidates understand how the social science disciplines relate to one another and to the other content areas and organizes instruction to promote intra and interdisciplinary learning in the classroom (EC6 Texas Social Studies ST II)
  - SLO 2.4.1 Assessment – Integrated Lesson Plan Assignment

- SLO 2.5 Candidates implement recent developments and issues in social studies education geography, economics, government, citizenship, culture, and science, technology, and society to facilitate student learning and relates them to instructional practice in the classroom (EC6 Texas Social Studies ST IV-X)
  - SLO Assessment 2.5.1 – Millard’s Crossing, Quizzes, Observations in Charter School, Correlation between FEI and Lesson Planning

- SLO 2.6 Candidates understand how to make instruction relevant to students and utilizes school and community resources in planning effective and relevant instructional activities (EC6 Texas Social Studies ST III)
  - SLO Assessment 2.6.1 – Final Exam, Quizzes
  - SLO Assessment 2.6.1 – Millard’s Crossing Field Experience

- SLO 2.7 Candidates understand a broad variety of instructional strategies, methods and assessment techniques, and utilizes them in planning and implementing effective, age/grade appropriate instruction for students (EC6 Texas Social Studies ST III)
  - SLO Assessment 2.7.1 – Integrated Lesson Plan Assignment

- SLO 2.8 Candidates understand the developments in science and technology and uses this
knowledge for locating resources for instruction and as a tool for implementing instruction (EC6 Texas Social Studies ST X)
  - SLO 2.8.1 Assessment – Quizzes, Millard’s Crossing Experiences, Collaborative Lesson Plan Writing Sessions

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).

- SLO 4.1 Candidates understand assessment in the field of social studies including project-based learning assessment (EC6 Texas Social Studies ST III).
  - SLO 4.1.1 Assessment - Integrated Lesson Plan Assignment, Project Activities, Collaborative Lesson Plan Writing Sessions, Quizzes, Final Exam
  - SLO 4.12 Assessment - Integrated Lesson Plan Assignment, Project Activities, Collaborative Lesson Plan Writing Sessions, Quizzes, Final Exam

III. Course Assignments

1. Discussions (10% - 4 @ 25 points each - 100 points): Each candidate will be responsible for writing four discussions (4 discussions @ 25 points each) and posting each on the class Discussion Board in D2L. The subject line of discussions will read as follows: Discussion No. 1 (Example: Discussion No.1). It is not necessary to include your name, as D2L will do that for you. **Discussions sent via any other means than in D2L will not be accepted.** The instructor will assign discussions topics.

2. Project Activities (50% - 500 points): Each candidate will conduct five project based learning activities as a means of demonstrating competency in preparing effective age/grade appropriate plans for hands-on social studies instruction. Instructions for completing each assignment are in D2L and templates for all work samples are provided. With careful planning and with permission of your Field Experience I instructor, the social studies lesson plan may be revised and utilized in fulfilling field experience requirements.

   **Project Activity 1: Social Studies Lesson Plan** (10% - 1 plans @ 100 points)
   To demonstrate competency in effectively planning for integrated social studies instruction, each candidate will develop a lesson plan that teaches one or more social studies TEKS. The plan must integrate a piece of children’s literature with social studies. The lesson plan must use one of two formats (Workshop or 5 E). Templates and detailed instructions for each lesson plan format are in D2L.

   **Project Activity 2: Historical Scavenger Hunt Project** (10% - 100 points): Candidates will participate in a Historical Scavenger Hunt around Nacogdoches. They will create a standards based field trip for one of the Historical sites. The project outcome will be presented/donated to the various Nacogdoches Historical Sites.

   **Project Activity 3: Millard’s Crossing Participation and Digital Storytelling** (10% - 100 points): Candidates will prepare and participate in activities that pertain to Millard’s Crossing. They will also compile a digital storytelling piece based upon the experience.
**Project Activity 4: Prezi and Presentation** (10% - 100 Points) To demonstrate competency of social studies concepts, students will research a social studies topic that is approved by the professor and create a Prezi to present in class.

**Learning Activity 5: Class participation and professionalism** (10% - 100 points):
Candidates will actively participate in classroom assignments and activities. These include iPad activities, collaborative lesson plans, museum activities, Glogsters, and journal article reviews and/or responses. Participation points may also be deducted for inappropriate use of cell phones and/or computers or by not being engaged in classroom activities.

3. **Exams/Quizzes** (40% - 400 points):

   **Quizzes** (20% - 4 @ 50 points each - 200 points): Each quiz will have questions on both social studies methods and social studies content. Quizzes will be in multiple-choice and/or T/F format and will be taken online in D2L Quizzes.

   **Social Studies Content Competency Exam** (10% - 100 points): This exam covers the social studies content TExES expects each EC-6 candidate should know and be able to teach to her/his students. The exam is in multiple-choice format and will be taken online in D2L Quizzes.

   **Semester Exam** (10% - 100 points): The semester exam is in essay format. It involves responding to several teaching scenarios and will be submitted in the D2L Drop Box.

4. **Bonus for Course Evaluation** (2 possible bonus points):
Candidates completing the online course evaluation in MySFA at the end of the semester will receive 2 bonus points.

**IV. Evaluation and Assessments**
The cumulative points earned on each of the course assignments determine the earned letter grade for the course. All assignments above contribute to the candidate’s cumulative points for the course.

A = 900 - 1,000 points
B = 800 - 899 points
C = 700 - 799 points
F <700
V. Tentative Course Outline

Week 1  Module 1: Getting Started; Module 2: Introduction to Teaching Social Studies
(Discussion 1)

Week 2  Module 3: Planning for Social Studies Instruction (Discussion 2) – Scavenger Hunt of Nacogdoches Historical Sites Begins (Begin Scavenger Hunt Assignment)

Week 3  Module 4: Assessing Learning in Social Studies (Quiz 1-Twenty-five multiple choice and/or T/F questions over Modules 1, 2 & 3 plus the Grade K - 2 Glossaries and Biographies)

Week 4  Module 5: Instructional Strategies for Social Studies Module 6 Lesson Planning (Quiz 2-Twenty-five multiple choice and/or T/F questions over Module 4 & 5 plus the Grade 3 & 4 Glossaries and Biographies) (Turn in Scavenger Hunt Assignment)

Week 5  Module 7: Resources and Technology for Teaching Social Studies, Introduce Millard’s Crossing (Discussion 3)(Write Lesson Plan)

Week 6  Module 8 Teaching History/ Millard’s Crossing

Week 7  Millard’s Crossing Practice (Turn in Lesson Plan)

Week 8  Millard’s Crossing (Decide Research Topic)

Week 9  Module 9: Teaching Geography (Quiz 3 -Twenty-five multiple choice and/or T/F questions over Module 6, 7, & 8 plus the Grade 5 & 6 Glossaries and Biographies)

Week 10  Module 10: Teaching Economics, Module 11: Civic Education

Week 11  Module 12: Teaching Globalization & Diversity (Day of Diversity)

Week 12  Module 13: Growing As A Social Studies Professional, Professional Social Studies Organizations, and Getting a Job (Quiz 4: Twenty-five multiple choice and/or T/F questions over Modules 10, 11, 12 & 13 Plus the Grade 7 & 8 Glossaries and Biographies)

Week 13  Module 14: Assessing Your Social Studies Content Knowledge and Preparing for the TExES Exam – Thanksgiving Holiday

Week 14  Module 14: Assessing Your Social Studies Content Knowledge and Preparing for the TExES Exam (Present Research)

Week 15  Module 15: Semester Exam Available: Essay format, five scenarios about teaching elementary social studies to which you will respond (Social Studies Content Exam Due)

Week 16  Module 16: Semester Exam - Due  Final Grades Submitted!
VI. Readings

Required Texts:


Texas Essential Knowledge and Skills (TEKS) for Social Studies, Grades K-8. Texas Education Agency, Austin. In the Course Resources module on the course website in D2L. Also available at the University Center Bookstore or download free from: <http://www.tea.state.tx.us/>

Texas Social Studies Framework, Kindergarten-Grade 12. Texas Education Agency, Austin, Texas, 1999. In the Course Resources module on the course website in D2L.

TEKS Glossaries and Biographies, Grades K-8. In the Course Resources module on the course website in D2L.

TExES Preparation Manual 191 Generalist EC-6. In the Course Resources module on the course website in D2L. Also may be downloaded free from <http://www.texas.ets.org/prepMaterials/>.

Other Recommended Resources:


Websites (Additional helpful web sites may be found on the course homepage in D2L):

The Texas Education Agency <http://www.tea.state.tx.us>

State Board of Educator Certification (SBEC) <http://www.sbec.state.tx.us/SBECOnline/default.asp>


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.

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 to this ongoing improvement process. In the College of Education, 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. Student Ethics and Other Policy Information

General:
This class meets face to face. **Candidates are expected to be at all classes and access the course web site at least once weekly.** Failure to access the course web site is not an excuse for missing information, announcements, or assignment due dates etc. Students must be in attendance from the beginning of all courses to qualify for financial aid. Students reported for non-attendance or non-participation in any or all of their courses could have their financial aid withdrawn. Each candidate is responsible and will be held accountable for submitting all assignments by the due date and taking all quizzes and exams during their availability period. It is the candidate’s responsibility to know the due dates for all assignments and to contact the instructor immediately if, due to reasons beyond her/his control, she/he is unable to submit an assignment by the due date or take a quiz or exam during the availability period. See the Late Work Policy for penalties imposed for submitting assignments late.

Student Ethics and Other Policy Information: Found at [https://www.sfasu.edu/policies](https://www.sfasu.edu/policies)

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at 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.

Assignment Policy:
All candidates are expected to complete assignments on or before the due date shown on the Calendar of Assignments. Points will be subtracted for assignments turned in late. In order to receive an A in the course, ALL assignments must be submitted. Failure to submit any assignment will result in an automatic reduction of the course grade earned by one letter grade, regardless of the total number of points earned. Candidates are expected to use correct English in all written assignments. One point will be deducted from the score of an assignment for each grammatical and/or spelling error. Written work in which the use of the English language is not at an acceptable level for a university senior will be returned to the candidate marked "Unacceptable" and a zero assigned.
**Late Work Policy:**
It is the candidate's responsibility to make sure that all assignments are turned in on time. Acceptance of late work is at the discretion of the instructor. In the event late work is accepted the candidate will not receive full credit for the assignment. Assignments are due no later than midnight Sunday of the specified week. Late work, if accepted, will result in the reduction of the grade received on the work by one letter grade (10% of the points allocated to the assignment) for each week the work is late. No late work will be accepted Dead Week or Finals Week without written permission from the instructor attached. There will be no exceptions.

**Redo Work Policy:**
Some assignments may be subject to editing and resubmission at the discretion of the instructor. In this event the resubmitted work is due no later than one week after it is received from the instructor. Edited work resubmitted without the original work attached will not be graded.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 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/). Location: Human Services Building, room 325. Phone: (936) 468-3004.

**Academic Integrity:**
Academic integrity is a responsibility of 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.

**Student Academic Dishonesty: Policy 4.1**
Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
* Using or attempting to use unauthorized materials on any class assignment or exam;
* Falsifying or inventing of any information, including citations, on an assignment; and/or;
* 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 one’s own. Examples of plagiarism include, but are not limited to:
* Submitting an assignment as one’s own work when it is at least partly the work of another person;
* Submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
* Incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university
**Student Appeals**

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

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

COE Policy: It is the policy of Stephen F. Austin State University that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. (See Academic Integrity A-9.1)

ELE 302 Policy: Plagiarism is unprofessional and will be considered cheating, resulting in a zero on the assignment. All assignments must be written in your own words. Quotes and pictures from web sites or other sources must be properly cited. Any form of copying from any source, including another student, without proper citation will be considered cheating and will result in receiving a zero for the assignment and possibly an F in the course and/or dismissal from the program.

**Professionalism as an educator** (Perkins College of Education Core Values):

The elementary school teacher is committed to continuous development as an educator, understands the dynamics of collaboration and works and plans collaboratively with colleagues, and uses Standard English to communicate correctly and effectively in both oral and written formats. Candidates are expected to exhibit the highest level of professionalism in attendance (both in the mentor’s classroom and online), dress, grooming, demeanor, attitude, and maintenance of confidentiality. Failure to act in a professional manner will have a negative effect on determining the candidate’s potential for certification.

**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.
Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, 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 semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Ordinarily, 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 and F. 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.

Spring 2016 LiveText statement:
This course collects 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, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA Titan email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText, call ext. 1267 or e-mail SFALiveText@sfasu.edu.

Cultural Awareness Profile:
The Perkins College of Education requires that all candidates complete the "My Cultural Awareness" form in LiveText. This is not a graded assignment, but is a required submission for all courses offered in the Department of Elementary Education.

Nondiscrimination:
No person shall, on the basis of race, color, religion sex, age, national origin, handicap, or veteran status, be subjected to discrimination or be excluded from participation in or be denied the benefits of employment or any educational program or activity operated by Stephen F. Austin State University. (Reference: SFASU General Bulletin)

IX. To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, 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. 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, drivers license, state or
providence ID cards, a national ID card, or military ID card to take the TExES exams
(additional information available
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 936-468-1740 or
snyderke1@sfasu.edu.

X. 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)