I. Course Description

EDCI 5316: Methods of Teaching Social Studies in a course emphasizing practical applications for the teaching of the social studies in Grades 1-8. Instruction will build upon the following topics which will have been introduced in previous courses: the teaching-learning process, curriculum organization, use of instructional technology, instructional planning, and instructional and student evaluation. Each student will participate in field experiences. Prerequisites: EDCI 5306, Planning, Teaching, Learning Processes and 9 semester hours selected from two or more of the following areas: U.S. History, Geography, U.S. Government, State Government.

II. Rationale

This course extends topics introduced in the prerequisite course (EDCI 5306) with special emphasis given to the methods of teaching social studies in the elementary school. Knowledge and experiences gained in this course should prepare student to effectively teach elementary social studies in the capstone course which is Student Teaching of the Post Baccalaureate Internship.

III. State Adopted Proficiencies for Teachers

1. Learner-Centered Knowledge: The teacher possesses and drews on a rich knowledge-base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

2. Learner-Centered Instruction: To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements and assesses instruction using technology and other resources.

3. Equity in Excellence for all Learners: The teacher responds appropriately to diverse groups of learners.

4. Learner-Centered Communication: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

5. Learner-Centered Professional Development: The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.
IV. TExES Competencies

Domain I. Designing Instruction and Assessment to Promote Student Learning

Competency 1: The teacher understands human development processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

Competency 2: The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students’ learning.

Competency 3: The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

Competency 4: The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

Domain II. Creating a Positive, Productive Classroom Environment

Competency 5: The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

Competency 6: The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

Domain III. Implementing Effective, Responsive Instruction and Assessment

Competency 7: The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

Competency 8: The teacher provides appropriate instruction that actively engages students in the learning process.

Competency 9: The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

Competency 10: The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

Domain IV. Fulfilling Professional Roles and Responsibilities

Competency 11: The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.

Competency 12: The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

Competency 13: The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.
V. Learning Outcomes

The student will be able to:

1. Demonstrate proficiency in Social Studies content through the eight grade level.
2. Demonstrate comprehension of the TEKS objectives for elementary Social Studies and the ELPS and TAKS objectives.
3. Analyze the scope and sequence of Social Studies instruction for Grades 1-8.
4. Design and evaluate yearly, unit and daily plans in Social Studies.
5. Demonstrate proficiency in developing teaching/learning aids appropriated for elementary Social Studies.
7. Through field-based activities, demonstrate proficiency in techniques and presentation skills appropriate for presenting Social Studies concepts.
8. Analyze teaching strategies for developing higher-level thinking skills. Includes strategies for encouraging divergent thinking and developing critical thinking skills, methods of eliciting higher-level thinking, and the relationship between the scientific process and problem-solving.
9. Adapt social studies curriculum and instruction for teaching students from special populations. Includes procedures for adapting curriculum and individualizing instruction for special populations, and procedures for coordinating instruction between regular and special classroom teachers and among teachers, parents, and support staff.
10. Analyze uses of social studies textbooks in instruction at the elementary level. Includes types of textbooks, uses of textbooks, uses of study aids in textbooks, and criteria for evaluating the suitability of textbooks for various purposes.
11. Research and evaluate social studies websites and media and illustrate how technology can be effectively utilized.
12. Identify types of school and community resources used for instruction. Includes human and information resources.
13. Demonstrate proficiency in evaluating student progress in learning specific Social Studies concepts and review TEKS objectives.
14. Research and evaluate common problems students have learning Social Studies.

VI. Course Topics

1. K-8 Social Studies TEKS Curriculum
2. Planning for Social Studies instruction and Lesson Design
3. Teaching Strategies/Social Studies examples.
   Murals
   Music
   Newspapers
   Oral History
   Open-ended situations
   Panels
   Pictures & picture postcards
   Problem solving
   Collages
   Computer/websites/PowerPoint
   Contracts
   Crossword Puzzles
   Decision making
   Demonstrations
   Diaries and logs
   Dioramas
Puppets        Discussion
Questioning techniques        Documents
Research        Dolls
Ranking        Dramatization
Reading        Exhibits
Role play/Sociodrama        Field trips
Scrapbooks        Film & filmstrip/videos
Seminars        Flow Charts
Simulations        Games
Slides        Group process
Speakers        Illustrated lecture
Surveys        Inquiry
Artifacts        Maps & globes
Brainstorming        Mobiles/Models
Buzz groups, etc.        Lectures
Cartoons        Value clarification
Case Studies        Television
Charts & graphs        Time lines
Choral reading        Transparencies
Tape cassettes, recordings, videos        Word find puzzles
Learning centers        Interviews
Art/construction activities        Video cameras
Food

4. Values
5. Law related education
6. Global/multicultural education
7. Technology and the Social Studies
8. Map and globe skills
9. Evaluation in the Social Studies

VII. Instructional Methods and Activities

1. Traditional Experiences (lecture, discussion, demonstration, drill, videos, guest speaker)
2. Clinical Experiences (simulations, cooperative groups, student demonstrations or presentations, role play, value clarifications, micro-teaching)
3. Field Experiences (observation in public schools, community resource use, case studies)

VIII. Office Hours

MTWR; 4:00 to 6:00 p.m. and by appointment

IX. Attendance

Attendance is always required, and assignments are due on the dates specified. Absences and late work will lower your grade.
X. Textbook

Social Studies in Elementary Education by Walter C. Parker, 13th edition

XI. Bibliography


JOURNAL ARTICLES:


**OTHER:**

TEKS Objectives for the State of Texas. (Social Studies)

**XII. Evaluation and Grade Assignment**

- Research three social studies activities/presentations (30 points each) 90 points
- Research/Demonstration of assigned social studies strategies 30 points

- Reading Responses
  - Chapter 5 10 points
  - Chapter 6 10 points
  - Chapter 8 10 points
  - Chapter 9 10 points
  - Chapter 10 10 points
  - Chapter 13 10 points

- Demonstration of 3D graphics 30 points
- Research/Class demonstration of your three favorite social studies websites 10 points
- Research/Demonstration of Virtual Tour Field Trip 30 points
- Research paper on Standardized Testing in Social Studies (5 Page Paper, APA Style) 50 points
- Yearly plan with brief outline of content, TEKS objectives covered, research 20 websites and 20 ESC Videos integrated into the plan 50 points
- View Four hours of classroom videos for Observation Requirement

**Credit/No Credit**

**Total: 350 Points**
XII. Course Schedule

Overview of course, course syllabus, course requirements
Chapter 1 (Social Studies Education: What and Why)
Chapter 2 (Knowing the Children We Teach)

Chapter 3 (Citizenship Education and Democratic Values)
Chapter 4 (History, Geography and the Social Studies)

Chapter 5 (Powerful Social Studies Tools: Time Lines, maps, Globes and Graphics)
- Reading Response on Ch. 5 due
- Demonstration of assigned social studies strategies due

Chapter 6 (Current Events and Public Issues)
- Reading response on Chapter 6 due
- First activity presentation due

Chapter 8 (Planning units, lessons and activities)
- Demonstration of 3D graphics due
- Reading response on Ch. 8 due

Chapter 9 (Three Teaching Strategies)
- Reading response Ch. 9 due
- Second activity presentation due

Chapter 10 (Four Great Resources)
- Class demonstrations of your favorite websites (July 00)
- Reading responses of Ch. 10 (July 00)
- Reading response of Ch. 13 (July 00)
- Demonstration of Virtual Tour Field Trip (July 00)

Chapter 11 (Cooperative Learning in Social Studies)
Chapter 12 (The Literacy- Social Studies Connection)
- Third activity presentation due
- Yearly plan with brief outline of content, TEKS, videos & websites

Chapter 7 (Assessing Student Learning)
Research Paper due

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