I. Course Description

EDUC 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: EDUC 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 (EDUC 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 draws on a rich knowledge-base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
2. Learner-Center 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. Student Learning Outcomes

The student will:
1. Develop a social studies module.
2. Demonstrate proficiency in developing teaching/learning aids appropriated for elementary Social Studies.
3. Demonstrate proficiency in planning instructional strategies for Social Studies objectives.
4. 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.
5. Analyze social studies textbooks.
6. Research and evaluate social studies websites and media and illustrate how technology can be effectively utilized.
7. Identify types of school and community resources used for instruction. Includes human and information resources.
8. Use interactive notebooks.

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
   - Puppets
   - Questioning techniques
   - Research
   - Ranking
   - Reading
   - Role play/Sociodrama
   - Scrapbooks
   - Seminars
   - Simulations
   - Slides
   - Speakers
   - Surveys
   - Artifacts
   - Brainstorming
   - Buzz groups, etc.
   - Cartoons
   - Computer/worksites/PowerPoint
   - Contracts
   - Crossword Puzzles
   - Decision making
   - Demonstrations
   - Diaries and logs
   - Dioramas
   - Discussion
   - Documents
   - Dolls
   - Dramatization
   - Exhibits
   - Field trips
   - Videos/CDs
   - Flow Charts
   - Games
   - Group process
   - Illustrated lecture
   - Inquiry
   - Maps & globes
   - Mobiles/Models
   - Lectures
   - Value clarification
Case Studies
Charts & graphs
Choral reading
Tape cassettes, recordings, videos
Learning centers
Art/construction activities
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
10. Integrate children’s literature into 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

Monday: 11:45 a.m.-1:45 p.m. Wednesday: 11:45 a.m.-1:45 p.m.
All others by appointment only.

IX. Textbook

Readings as assigned by the professor.

X. Bibliography


**OTHER:**

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

**XI. Evaluation and Grade Assignment**

1. Social Studies virtual tour = 200 points
2. Textbook critique = 50 points
3. Website critique = 25 points
4. Interactive notebook reading responses = 10 points per chapter
5. Social Studies strategies presentations = 25 points each
6. Exam = 100 points each
7. Evaluation scale: 92%-100% = A
   82%-91% = B
   72%-81% = C
XII. Course Schedule and Policies

See attached course schedule. Dates may be changed at the discretion of the professor. (This will be attached and updated each semester)

B. Class Policies

Academic Integrity/Plagiarism

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure. See website http://judicialaffairs.tamucc.edu/.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Check the university academic calendar website for dates related to dropping a class with an automatic grade of "W" this term. See website http://www.tamucc.edu/academics/academic_cal.html.

Preferred methods of scholarly citations

Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers.

Classroom/professional behavior

All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website http://judicialaffairs.tamucc.edu/studentcofc.html.

Statement of Academic Continuity

In the event of an unforeseen adverse event, and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
Grade Appeals*

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in CCH 116. See website http://disabilityservices.tamucc.edu/.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS

XIII. Statement of Academic Continuity

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