Prerequisites
Admission to the teacher education program, which includes participation in a field-based program, EDEE 3320, EDEE 3380; all courses in the reading/English/language arts part of the academic major; required core and academic major social studies courses and DFST classes.

Course Description
Principles of teaching social studies in the primary and elementary school. Students observe social studies instruction and materials in real settings, apply principles of social studies instruction in classroom settings and experience first-hand the scope and sequence of the curriculum in a school setting. Assignments, directed field experience and other class activities take place in grades EC-6.

Course Objectives
The student will be able to demonstrate
1. Knowledge and application of Powerful and Authentic Social Studies (PASS) standards, Texas Career and College Readiness Standards (TCCRS) for social studies, and Texas Essential Knowledge and Skills (TEKS) for social studies.
2. Knowledge and application of social studies (and all of schooling) as a means to citizenship education.
3. Knowledge and application of the three approaches to citizenship education (i.e. teaching the cultural heritage, teaching the social science disciplines, and teaching children how to think).
4. Knowledge and application of the knowledge base for social studies.
5. Knowledge and application of (a) how to respond to cultural and ethnic diversity, (b) multicultural education, and (c) the accommodation of educational diversity.
6. Knowledge and application of organizational principles of social studies programs.
7. Knowledge of special topics and the application/weaving of these topics into social studies programs.
8. Knowledge and application of character/values education.
9. Knowledge and application of how to incorporate literacy education into social studies.
10. Knowledge and application of how to incorporate visual arts, music, and theatre arts into the social studies program and other academic areas using the Discipline-Based Arts Education (DBAE) and Comprehensive Arts Education models.
11. Knowledge and application of strategies for effective social studies teaching.
12. Knowledge and application of how to engage students in active learning.
13. Knowledge and application of how to help students use maps, globes, and graphics.
14. Knowledge and application of instructional tools--print, multimedia/technology, and community resources.

Pedagogy and Professional Responsibility Standards (PPR)
- Knows and understands the importance of the state content and performance standards as outlined in the TEKS.
- Uses the TEKS to plan instruction.
• Knows and understands the importance of designing instruction that reflects the TEKS through Grade 6.
• Plans instructional activities that progress sequentially and support stated instructional goals based on the TEKS through Grade 6.
• Knows the connection between the statewide Texas assessment program, the TEKS through Grade 6, and instruction.
• Standard I: Domain I: Competency 001-004 Domain III: Competency 007-010: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
• Standard II: Domain II: Competency 005-006: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.
• Standard III: Domain III: Competency 007-010: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely and high-quality feedback.
• Standard IV: Domain IV: Competency 011-013: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.
• Technology Applications Standard I: Domain III: Competency 007-010: All teachers use technology-related terms, concepts, data input strategies and ethical practices to make informed decisions about current technologies and their applications.
• Technology Applications Standards II: Domain III: Competency 007-010: All teachers identify task requirements, apply search strategies and use current technology to efficiently acquire, analyze and evaluate a variety of electronic information.
• Technology Applications Standard III: Domain III: Competency 007-010: All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.
• Technology Applications Standard IV: Domain III: Competency 007-010: All teachers communicate information in different formats and for diverse audiences.
• Technology Applications Standard V: Domain III: Competency 007-010: All teachers know how to plan, organize, deliver and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills.

TEKS Social Studies Standards
• The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences in society and the world.
• The social studies teacher effectively integrates the various social science disciplines
• The social studies teacher uses knowledge and skills of social studies, as defined by the TEKS to plan and implement effective curriculum, instruction, assessment, and evaluation.
• History: The social studies teacher applies knowledge of significant historical events and developments, as well as multiple historical interpretations and ideas, to facilitate student understanding of relationships between the past, the present, and the future.
• Geography: The social studies teacher applies knowledge of people, places, and environments to facilitate students' understanding of geographic relationships in Texas, the United States, and the world.
• Economics: The social studies teacher knows how people organize economic systems to produce, distribute, and consume goods and serviced, and uses this knowledge to enable students to understand economic systems and make informed economic decisions.
• Government: The social studies teacher knows how governments and structures of power functions, provide order, and allocate resources and uses this knowledge to facilitate student understanding of how individuals and groups achieve their goals through political systems.
• Citizenship: The social studies teacher understands citizenship in the United States and other societies, and uses this knowledge to prepare students to participate in our society through an understanding of democratic principles and citizenship practices.
• Culture: The social studies teacher understands cultures and how they develop and adapt, and uses this knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States, and the world.

Curriculum Topics

• Code of Ethics per Chapter 247: Domain II, IV
• TEKS organization, structure, and skills: Domain I, III
• State assessment of students (STARR Responsibilities): Domain I, II, IV
• Curriculum development and lesson planning: Domain I, II, III
• Classroom assessment for instruction/diagnosing learning needs: Domain I, III
• Instructional technology: Domain I, III
• Pedagogy/Instructional strategies: Domain I, III, IV
• Differentiated instruction: Domain I, II, III, IV
• Classroom Management: Domain II, IV

Required Textbook

Hoge, John D. (2010). Effective elementary social studies. Published by digitaltextbooks.biz. (Go to www.digitaltextbooks.biz to order your copy.)

Required Chapter Readings By Week (order may vary by instructor)
Week 1: Chapters 1, 17
Week 2: Chapters 2, 3, 21
Week 3: Chapters 13, 19
Week 4: Chapters 4, 15
Week 5: Chapter 18, 20
Week 6: Chapter 16
Week 7: Chapters 7
Week 8: Chapter 6
Week 9: Chapter 11
Week 10: Chapters 12, 14
Week 11: Chapter 8
Week 12: Chapter 5
Week 13: Chapter 10
Week 14: Chapter 9
Week 15: Final Exam
**Course Topics by Week** (order may vary by instructor)

Week 1. Social studies standards (TEKS, TCCRS, PASS); social studies as citizenship education; organizational principles of social studies programs.

Week 2. Organizational principles of social studies programs (continued); arts integration (visual art, music, and theatre arts using DBAE and Comprehensive Arts Education) and the concept of social justice; sample visual arts and music activities.

Week 3. Integration (using DBAE and Comprehensive Arts Education) and social justice (continued).

Week 4. Multicultural education.

Week 5. Work on community inquiry project in class.

Week 6. Geography education; maps/globes/graphs/media forms; questioning and guided discussion.

Week 7. Presentation of community inquiry projects.

Week 8. Midterm exam. Work on culture fair project and presentation.

Week 9. Inquiry.

Week 10. Economic education; simulations and games.

Week 11. Economic education; simulations and games (continued).

Week 12. Grouping and cooperative learning.

Week 13. Role play, dramatic play, and creative dramatics; sample theatre arts activities.

Week 14. Values education; law education.

Week 15. Culture fair presentations; review for final exam.

Week 16. Final exam.

**Course Examinations and Sample Assignments** (may vary by instructor)

- Professional literature project in which you briefly describe/summarize an EC-6 social studies lesson plan (found online in *Social Education* or *Social Studies and the Young Learner* archives), analyze the degree to which the lesson does or does not incorporate Powerful and Authentic Social Studies (PASS) principles/criteria, and the degree to which the lesson incorporates (intentionally or unintentionally) Texas Essential Knowledge and Skills (TEKS) and Texas Career and College Readiness Standards (TCCRS) (10% of final grade).
• Lesson observation/evaluation project in which you observe and critique (using PASS standards for instruction) a social studies lesson planned and implemented by an experienced mentor teacher (10% of final grade).

• Community inquiry project and required lesson implementation in which you research and teach about a social issue while incorporating DBAE strategies, ESL strategies, and technology (20% of final grade). You will also critique the assessment within your own original lesson plan and/or within this course project using PASS standards for assessment. This project is required in all sections of EDME 4340, but it is often included in EDEE 4340.

• Selected–response midterm examination (20% of final grade).

• Culture fair project in which you research the universals of culture, misconceptions, and symbols/artifacts of a cultural group that are representative of students in your field–experience classroom (20% of final grade). This project is a TK20 key assignment/assessment and is required in all sections of EDEE 4340.

• Selected-response final examination (20% of final grade).

Notes on Course Assignments
Each major assignment must be accompanied by a Portfolio/Artifact Coversheet. Your name should appear in the top right hand corner of this coversheet. In addition, to promote your learning and application of ESL methods, you will be expected to incorporate SIOP and/or Academic Language Scaffolding strategies into all assigned lesson plans (e.g., the community inquiry lesson). You are encouraged to place all major course assignments in your professional portfolio, but you are expected to include the Culture Fair Project. You are also required to post the Culture Fair Project in TK20.

Useful information/resources related to the program portfolio and course assignments can be found at http://www.coe.unt.edu/teachertools.

Course Requirements, Attendance, and the Final Course Grade
The instructor reserves the right to change course assignments, projects, and examinations throughout the semester. Each assignment/project must be completed and turned in by the due date given. If you are absent on a due date, the assignment/project must be turned in on the day you return to class. Late assignments/projects will be subject to a point deduction or non-acceptance at the instructor’s discretion. It is expected that all course assignments/projects (inside and outside of class and including examinations) will be completed at mastery level (as designated by the instructor). If (in the professional opinion of the instructor) an assignment/project is not satisfactorily completed, it may be returned to the student, and the student may be required to re-do the work until it is at mastery level. The instructor reserves the right to limit the number of times an assignment/project may be re-submitted and to establish a reasonable time frame for resubmissions. If any course assignment/project is not completed at a mastery level by the final resubmission deadline, the instructor reserves the right to assign the student a grade of "I" or "F" for the assignment and/or course--at the instructor's discretion.

The Educator as Agent of Engaged Learning:
Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

The educator as agent of engaged learning summarizes the conceptual framework for UNT’s basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. “Engaged learning” signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. “Engaged learning” features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.

2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.

3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.

4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.

5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.

6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

Teacher Education & Administration

**Departmental Policy Statements**

**Disabilities Accommodation:** “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. 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 accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.”

**Academic Integrity:** Students are encouraged to become familiar with UNT’s policy on academic integrity: [http://www.unt.edu/policy/UNT_Policy/volume3/18_1_16.pdf](http://www.unt.edu/policy/UNT_Policy/volume3/18_1_16.pdf). Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.
**Student Conduct:** Expectations for behavior in this class accord with the Code of Student Conduct: “Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc.” See [www.unt.edu/csrr](http://www.unt.edu/csrr).

**Attendance:** Class participation and attendance will be considered in assigning the final course grade (2 absences = drop 1 letter grade); 3 or more absences = F for the course.

**Eagle Connect:** All official correspondence between UNT and students is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly.

**Cell Phones and Laptop:** Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course.

**SETE:** The Student Evaluation of Teaching Effectiveness (SETE) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

**Collection of Student Work:** In order to monitor students’ achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

**TK20:** Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one-time purchase of TK20, and student subscriptions are effective for seven years from the date of purchase. Please go to the following link for directions on how to purchase TK20: [http://www.coe.unt.edu/tk20](http://www.coe.unt.edu/tk20). Announcements regarding TK20 will also be posted on this website.

**Comprehensive Arts Program Policy.** The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

**Technology Integration Policy.** The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

**TExES Test Preparation.** To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) administers the College of Education TExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to two exams per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TExES practice exam registration, go to: [http://www.coe.unt.edu/texes-advising-office/texes-practice-exam-registration](http://www.coe.unt.edu/texes-advising-office/texes-practice-exam-registration). If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at coe-tao@unt.edu. The TAO website is [www.coe.unt.edu/texes](http://www.coe.unt.edu/texes). Additional test preparation materials (i.e. Study Guides for the TExES) are available at [www.texas.ets.org](http://www.texas.ets.org).

“Ready to Test” Criteria for Teacher Certification Candidates. Teacher certification candidates should take the TExES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

**NOTE:** THIS COURSE SYLLABUS IS INTENDED TO BE A GUIDE AND MAY BE MODIFIED AT ANY TIME AT THE INSTRUCTOR’S DISCRETION.