

HB Syllabus
EDBL 4323 Social Studies Methods in Bil & DL EC/ELEM Classrooms

Course Description:

This course is designed to equip preservice bilingual teachers with the necessary knowledge and skills related to teaching and assessing social studies in the early childhood through elementary grade levels. Students will learn methods and of selecting appropriate social studies programs, the order for teaching content within social studies curriculum, how to create authentic assessments for social studies, and how to modify and adapt social studies programs to meet the needs of CLD students.

Standards: Texas Content Standards:

Standard I The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences. 1.1k-1.5k; 1.1s-1.7s

Standard II The social studies teacher effectively integrates the various social science disciplines. 2.1k- 2.3k; 2.1-2.2s

Standard III The social studies teacher uses knowledge and skills of social studies, as defined by the Texas Essential Knowledge and Skills (TEKS), to plan and implement effective curriculum, instruction, assessment, and evaluation. 3.1k-3.8k; 3.1s-3.7s

Standard IV History: The social studies teacher applies knowledge of significant historical events and developments, as well as multiple historical interpretations and ideas, in order to facilitate student understanding of relationships between the past, the present, and the future. 4.1k-4.18k; 4.1s-4.11s

Standard V 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. 5.1k-5.12k; 5.1s-5.14s

Standard VI Economics: The social studies teacher knows how people organize economic systems to produce, distribute, and consume goods and services, and uses this knowledge to enable students to understand economic systems and make informed economic decisions. 6.1k-6.23k; 6.1s-6.12s

Standard VII Government: The social studies teacher knows how governments and structures of power function, provide order, and allocate resources, and uses this knowledge to facilitate student understanding of how individuals and groups achieve their goals through political systems. 7.1k-7.13k; 7.1s-7.11s

Standard VIII 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. 8.1k-8.10k; 8.1s-8.12s

Standard IX 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. 9.1k-9.21k; 9.1s-9.12s

Standard X Science, Technology, and Society: The social studies teacher understands developments in science and technology and uses this knowledge to facilitate student

understanding of the social and environmental consequences of scientific discovery and technological innovation. 10.1k-10.9k; 10.1s- 10.10s

Learning Outcomes:

1. Students will engage in historical inquiry to develop an in-depth knowledge related to the various disciplines within the social sciences.
2. Students will analyze, interpret, and evaluate historical sources in relation to social studies contexts.
3. Students will create their own social studies philosophy statement discussing the importance of social studies education and its relation to for CLD students in primary grades.
4. Students will examine current trends and topics in primary grades social studies education and the need for incorporating counter narratives.
5. Students will identify and evaluate various teaching strategies and techniques for effective social studies instruction in primary.
6. Students will design, plan, and implement effective social studies lessons that contain all necessary components to implement effective and engaging instruction that are sensitive to the needs of CLD students.

Components of the Course:

This course is designed to give undergraduate-level Bilingual and ESL teacher candidates an understanding of issues related to social studies instruction for CLD students. Topics include frameworks as they relate to social studies curricula, historical reasoning through primary sources, and instructional strategies for CLD students, and culturally relevant and sustaining pedagogical practices.

Reading list:

- Brophy, J., Alleman, J., & Halvorsen, A. (2016). *Powerful social studies for elementary students*. New York: Cengage. 978-1305960541
- Salinas, C., & Blevins, B. (2021). *Teaching History, Learning Citizenship: Tools for Civic Engagement*. Routledge.

Course Assignments

1. **Attendance and Participation (Class) 10%**
2. **Book Study: (15%)**
3. **Lesson Plan: (20%).**
4. **Midterm Exam: (20%).**

5. Final Project: (35%)