

Texas A&M University-San Antonio  
College of Education & Human Development, Department of Curriculum & Instruction

EDED 3349: Social Studies Methods – Early Childhood to Elementary

A. MAJOR COURSE REQUIREMENTS:

- History Mini Presentation (Standards: 1.5k; 1.2s; 1.4s; 1.6s; 8.1s-8.2s; 8.6s; 8.8s; 9.9s; 10.5s)
- Historical Fiction Book Share (Standards: 2.2s; 4.7s-4.11s; 6.1s-6.12s; 9.10s-9.11s; 10.6s-10.9s)
- Multiple Resource Lesson Plan (Standards: 1.5s; 3.1k-3.3k; 3.7k; 3.1s-3.4s; 3.6s; 4.1s-4.6s)
- Test #1 (Standards: 1.1k-1.5k; 2.1k-2.3k)
- Test #2 (Standards: 3.1k-3.8k)
- Test #3 (Standards: 4.1k-4.18k; 5.1k-5.12k; 6.1k-6.23k; 7.1k-7.13k; 8.1k-8.10k; 9.1k-9.21k; 10.1k-10.9k)

B. LEARNING OBJECTIVES:

**TEXES EC-6 Social Studies Standards**

The social studies teacher:

- Standard I.** has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences in society and the world. (1.1k-1.5k and 1.1s-1.7s)
- Standard II.** effectively integrates the various social science disciplines. (2.1k-2.3k and 2.1s-2.2s)
- Standard III.** 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 and 3.1s-3.7s)
- Standard IV.** 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. (4.1k-4.18k and 4.1s-4.11s)
- Standard V.** 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 and 5.1s-5.14s)
- Standard VI.** 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 and 6.1s-6.12s)
- Standard VII.** knows how governments and structure 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 and 7.1s-7.11s)
- Standard VIII.** 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 and 8.1s-8.12s)
- Standard IX.** 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 and 9.1s-9.12s)
- Standard X.** 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 and 10.1s-10.10s)

**TAC Standards**

- Standard 3.** Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.
- A. Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.
- i. Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.

- ii. Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.
    - iii. Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.
  - B. Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.
    - i. Teachers organize curriculum to facilitate student understanding of the subject matter.
    - ii. Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.
    - iii. Teacher promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.
  - C. Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.
    - i. Teachers teach both the key content knowledge and the key skills of the discipline.
    - ii. Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

C. LECTURE OR DISCUSSION TOPICS:

- What is Social Studies?
- NCSS & TxCSS
- Learning Communities
- Powerful Goals & Content
  - History
  - Geography
  - Anthropology
  - Government
  - Citizenship
- Designing, Implementing, and Evaluating Instructional Activities

D. REQUIRED & RECOMMENDED READINGS

(REQUIRED)

Brophy, J., Allemen, J., & Halvorsen, A. (2013). *Powerful social studies for elementary students*. New York: Cengage.

(RECOMMENDED)

Baurer, D., Cezeaux, K., & Scott, J. (2016). *Ultimate guide to the TExES Core Subjects EC-6*.  
<http://www.ultimatetexasguide.com/index.html>