

ELED 4312.001

Semester: Spring 2020

Day and Time: Wednesday, 2:00-4:45

Location: BEP 218

Instructor: Priscilla Gilpin, M.Ed.

Office: BEP 244

Office Hours: Tuesday: 10:00-11:00; Wednesday: 11:00-2:00

Other days and times by appointment only.

Email: pgilpin@uttyler.edu (best method to contact instructor)

Course Description:

Study of social studies curriculum, materials, and selected instructional strategies. **Prerequisites:** Admission to the School of Education and approval for Phase III.

Student Learning Outcomes: No Key Assessments

1. Applies a comprehensive knowledge of the social sciences and recognizes the value of the social sciences.
2. Effectively integrates the various social science disciplines
3. Uses knowledge and skills of social studies, defined by the Texas Essential Knowledge and Skills (TEKS), to plan and implement effective curriculum, instruction, assessment and evaluation.
4. Applies knowledge of significant historical events and developments, as well as of multiple historical interpretations and ideas, in order to facilitate students' understanding of relationships between the past, present and the future.
5. Applies knowledge of people, places and environments to facilitate student's understanding of geographic relationships in Texas, the United States and the world.
6. Explains government and structure of power function.
7. Compares cultures and how they develop and adapt.

Standards Matrix:

Topic/Objective	Activities	Assessment (including performance-based)	Standards Alignment
Analyze and implement EC-6 content TEKS to develop measurable learning objectives	Exploring the Social Studies TEKS and ELA TEKS. Lesson plans Alignment activities TEKS.	Presentations Lesson plans Quizzes	TES: 1(A) (ii) (iii), (B) (i) (ii) 3(A) (i), B (i) (iii) INTASC: 01 TEKS: ELPS: 1.C

Applying the structure of social studies purpose, knowledge, skills and values to effective teaching.	Integrated Social Studies lesson plan (with cooperative group learning). Reading assignments on integrated Learning Jigsaw Method	Lesson plan rubric Class Activities Project Based Learning Project	TES: 1(A) (ii) (iii), (B) (i) (ii) 3(A) (i), B (i) (iii) INTASC:01,08 TEKS:113.15 (b)22(b), 23 (a)
Applying constructivist approaches to concept acquisition in inductive, deductive, and combination methods.	Explanation, practice and examples of Social Studies Activities and Assessments Project- based Integration Unit	Teach a mini-lesson from the project Written reflections	TES: 1(A) (ii), (B) (i) (ii) 6(A) (i) ISTE: 1a TEKS:113.15 (b) 23 (a) (b) INTASC: 01,04,05
Plan and perform social studies lessons that apply critical questioning, concept development, professionally addressing controversy and activities that address differentiated instruction.	Practice in class activities. Model and explain in class. PBL Project	Field trip Written lesson plan based on field trip experience with differentiated instruction in mind.	TES: 1 (E) (i) (ii), 3 (B) (i) (iii) ISTE: 5c TEKS:113.15 (b) 6 (a),8 (a) (b), INTASC: 03

Evaluation and Grading:

1. Performance is assessed through the creation of a portfolio that includes course activities, instructor evaluations, and reflective statements. Class participation, professionalism, and quizzes will also be used for assessment purposes.

2. Actively and enthusiastically participate in class discussions and small group activities. You will begin the semester with all points assigned. If I notice repeated tardiness, lack of responsiveness in class, disrespectful attitude, etc., points will be deducted.

Evaluation and Grading:

The grading scale will be based upon the following activities/ tests:

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| • Two quizzes (2@ 50 points each) | 100 |
| • Project-based Learning- Group Presentation (100 points) | 100 |
| • Social Studies Lesson Plan (75 points) | 75 |
| • Book Review (100 points) | 100 |
| • Chapter assignments 5@ 20 points | 100 |
| • In class activities 7 @ 15 | 105 |
| • Attendance/ Professionalism | Required |

Total possible points:

580 points

Grading Scale

Grading is based on your accumulated score as a percent of the total cumulative score available based on the following formula.

$$\frac{\text{Total points you accumulated}}{\text{Maximum points possible (700)}} \times 100 = \text{_____ \%}$$

90 to 100% = A	80 to 89% = B	70 to 79% = C	60 to 69% = D	59 & Less = F
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Keep track of your scores for the course through Blackboard's Student Tools folder.

* Grades below a C do not count toward a certification

Turn Around Time for Grading:

- Online quizzes and activities: One week
- In-Class Activities-One week

It is my policy not to discuss grades via email. If you need to discuss grade issues, please visit with me in my office.

***Last Day to Withdraw from Courses: Monday, March 30, 2020**

Teaching Strategies:

The teaching strategies used in this course will be lecture utilizing power point slides and technology through interactive videos and websites.

This course will also include cooperative learning groups and discussion, in-class and out-of-class activities with emphasis on the TEKS strands and their progression from one grade level to the next.

Required Text, Materials/Supplies, and Related Readings:

Chapin, June R. (2013) *Elementary Social Studies, A Practical Guide 8th edition*.

Upper Saddle, New Jersey: Merrill Prentice Hall.

ISBN-13: 978-0-13-269715

ISBN-10: 0-13-269715-7

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Bibliography

National Council for the Social Studies, *Curriculum Standards for the Social Studies*, (1994)

Alleman, Janet E. and Arlene M. Brophy. *Excursions K-3 Book One: Powerful Units on Food, Clothing, and Shelter* and *Book Two: Powerful Units on Communication, Transportation, and Family Living*, Heineman Book.

Course Policies:

Attendance Policy: Attendance is essential. Points are earned on in-class activities. Three absences will result in lowering your final grade by 25 points. More than 3 absences will result in a failing grade. Arriving late or leaving early can also be unprofessional and distracting; therefore, two such events will be counted as an absence. Please refer to the link on Dispositions: <http://www.uttyler.edu/education/documents/Dispositions.pdf>

Preparation: Reading assignments are important and enable students to examine beliefs, explore theories, and debate ideas with fellow students and instructor. The assigned materials are to be read before coming to class, allowing you to be prepared to participate fully. Exam questions will be taken from assigned reading material, presentations, and classroom discussions.

Participation: It is important that we listen and learn from each other; therefore, full and active participation is required as we create a community of learners. You are expected to add depth to discussions at each meeting. Lack of participation gives the appearance of lack of interest and/or preparation. Participation points may also be given during class at the instructor's discretion. Activities cannot be made up if you are absent.

Written Assignments: Teachers must speak and write effectively; therefore, all written assignments must be in good form: check spelling, proofread, and staple or paper clip pages. Points may be deducted for inappropriate content and form. Typed work is expected unless otherwise specified. It is generally recommended that students keep photocopies of work turned in.

Canvas: Students will access class notes, assignments, grades and course information through Canvas. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Canvas. Students are expected to regularly check Canvas for updates and to download any class handouts. Please refer to <http://www.Canvas.uttyler.edu> for more information.

Timeliness: Complete all assignments by the due date listed on the Tentative Course Calendar. All assignments handed in past that date will result in a deduction of points.

Concerns: Should problems or concerns arise, it is your responsibility to solicit help. This is to be done before problems affect your grade – not after.

All borrowed materials must be returned or an “Incomplete” will be reported to the university. If you receive an “I” please note that it will convert to “F” in time if the materials are not returned.

Topical Outline: TBA

UNIVERSITY POLICIES

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click [here](#).

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

[University Guidelines, Links and Policies](#)

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

[Texas Education Standards](#): The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of [Texas Education Standards](#) can be accessed [here](#).

Access the [Code of Ethics and Standard Practices for Texas Educators](#).