

University of Arkansas - Fort Smith
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General Syllabus

EDUC 4203 Social Studies Curriculum, Instruction, and Assessment

Credit Hours: 3

Lecture Hours: 3

Laboratory Hours: 0

Prerequisite: Admission to the Educator Preparation Program

Prerequisites or corequisites: ELML 4102 Practicum II, ELML 4303 STEAM Curriculum, Instruction, and Assessment, and READ 3903 Disciplinary Literacy

Effective Catalog: 2019-2020

I. Course Information

A. Catalog Description

Develop an awareness of the nature and purpose for social studies education in the elementary and middle school.

B. Additional Information

The Conceptual Framework derives from the School of Education mission, “Professionals United to Ensure Continuous Learning and Success.” The Framework is informed by two major sources of research in best practices for educators, InTASC (Interstate Teacher Assessment and Support Consortium) and Charlotte Danielson’s Framework for Teaching (FFT). InTASC is a program of the Chief State School Officers (CCSSO). The Arkansas Department of Education adopted the InTASC 2011 Model Core Teaching Standards, which were developed by InTASC, as the Arkansas Teaching Standards (ATS). The Conceptual Framework synthesizes the concepts from these models to represent the UAFS School of Education expectations for teacher candidates. The UAFS School of Education Intended Candidate Outcomes (ICOs) are aligned with the InTASC Standards, which are the Arkansas Teacher Standards (ATS). The ICOs are also aligned with the Danielson Framework for Teaching (FFT) and edTPA

II. Student Learning Outcomes

A. Subject Matter

Upon successful completion of this course, the student will be able to:

1. Integrate knowledge across social studies content areas (civics/government, economics, geography, and history) and between the social studies and other disciplines (e.g. science, English Language Arts, mathematics, fine arts).

2. Comprehend best practices for teaching social studies to elementary and middle school students, including historical thinking skills (e.g. chronological thinking, historical comprehension, historical analysis and interpretation, historical research).
3. Demonstrate knowledge of current literature and research in social studies education and research problems/issues of current interest and importance in social studies education.
4. Understand various methods of inquiry in the social studies.
5. Use knowledge, skills, and dispositions from social studies to organize and provide integrated instruction in grades K-8.
6. Understand learning environments that encourage social interaction, active engagement in learning, and self-motivation.
7. Understand methods for managing and leading classrooms focused on social studies concepts
8. Plan strategies to differentiate instruction to accommodate the diversity of students and learning needs found in elementary and middle school classrooms.
9. Develop varied assessments to measure understanding of social studies concepts.
10. Use technology as a tool for instruction, using the Internet as a resource and as a tool for communication.

B. University Learning Outcomes

This course enhances student abilities in the following areas:

Ethical Decision Making

Students will recognize and analyze ethical dilemmas, based on the ADE Code of Ethics. Students will apply ethical concepts and rules to determine viable alternatives in any given situation.

Global and Cultural Perspectives

Students will reflect upon cultural differences and demonstrate understanding or application of K6 education in a global environment. Students will reflect upon cultural and learning differences including socioeconomic, language, cultural, and special needs as well as neglected or abused children. Students will identify appropriate interventions to enhance learning in diverse environments.

Communication Skills

Students will communicate effectively, both in writing and orally, in a variety of settings. Students will compose coherent documents, article reviews, research and essay papers, and reflections of observations. Students will give class presentations, share student work products orally, and work with children and families as part of practicum and internship experiences.

Analytical Skills

Critical Thinking Skills - Students will draw conclusions and/or solve problems related to student assessment data or issues. Students will access and evaluate appropriate written and electronic information for solving educational problems,

conducting educational research, or working with students. Students will reach viable solutions to a problem and be able to justify those solutions.

III. Major Course Topics

- A. Standards-driven planning
- B. Integrative instruction
- C. Instructional strategies
- D. Children as researchers
- E. Diversity/multiculturalism
- F. Citizenship education
- G. Democratic values
- H. Government
- I. Political Science
- J. Current events
- K. Application of geography
- L. Economics
- M. Arkansas History
- N. United States History
- O. Patterns of change
- P. Effects of developments and transformations
- Q. Application of key concepts
- R. Linking Social Studies and Literacy
- S. Linking Social Studies and the Arts