



ELED 438, SECTION 01W **Integrated Learning in Social Studies**

INSTRUCTOR INFORMATION

Instructor: Sherri R. Colby

Office Location: Traveling Office (Ed. South, Mesquite Center, Zoom)

Office Hours: Mondays 3:30-6:30 p.m.; Tuesdays and Thursdays, Ed. South 11:30-12:30 p.m.

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Preferred Form of Communication: **Email**

Communication Response Time: 24-48 hours, M-Fri

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required: No textbook purchases are required for this course. We will use free online reading and resources, which will be linked in the D2L course each week.

Software Required: Students will need access to a standard office suite (e.g., Microsoft Word or compatible software) for written assignments. A reliable web browser is also required to access the D2L course and any linked online content. Some assignments may involve creating short videos, which can be completed using free or built-in recording tools such as [ScreenPal](#) or similar software. Please note that ScreenPal is provided as an example; students may use any comparable video capture program that meets the assignment requirements.

Optional Texts and/or Materials: None

The syllabus/schedule are subject to change.

Course Description

This course prepares pre-service teachers to effectively teach social studies in elementary classrooms (grades EC-6). Students will explore age-appropriate pedagogical approaches, instructional strategies, and assessment strategies specific to elementary social studies education.

Student Learning Outcomes

At the completion of this course, students will be able to:

1. **Implement a variety of instructional strategies** appropriate for elementary social studies instruction.
2. **Integrate children's literature effectively** into social studies instruction to increase student engagement and comprehension.
3. **Select and utilize primary sources** suitable for elementary students to develop historical thinking and inquiry skills.
4. **Incorporate age-appropriate technology tools and digital resources** to enrich instruction and enhance civic and cultural understanding.
5. **Design an engaging social studies lesson plan** aligned with the K–5 Social Studies TEKS.

Accreditation Standards Associated with this Class

Texas Educator Standards are included in this course. See below for the standards addressed (either partially or in full) in this course. The full text of these standards can be viewed [here](#).

Student Learning Outcome (SLO)	Curriculum Standards	Certification Domains / Competencies
1. Implement a variety of instructional strategies appropriate for elementary social studies.	Teacher Prep: 1.A.i-iii; 1.B.i-iii · TEKS: §228.57(d)(1)(7)(8) · Tech Apps: §228.57(a); 7.13s · PPR Std: 1.3k–1.6k; 1.1s–1.5s; 3.1k–3.3k; 3.1s–3.3s · Comm.: C,K	EC–6: Dom I (001–004); Dom II (005–006) · PPR Test: III.007.A–D
2. Integrate children’s literature to enhance social studies concepts, discussion, and critical thinking.	Teacher Prep: 1.C.i-iii; 1.F.i-iii · ELPS: (b)1–4; (c)4.A–K; (c)5.A–G · Tech Apps: §228.57(a); 7.15s · PPR Std: 3.12k–3.16k; 3.15s–3.19s · Comm.: K	EC–6: Dom I (002–003); Dom III (007–009) · PPR Test: III.010.C–E
3. Select and utilize primary sources suitable for elementary learners to promote inquiry and perspective-taking.	Teacher Prep: 1.B.ii-iii; 3.B.i-iii · TEKS: §228.57(d)(1)(7)(8) · Tech Apps: §228.57(a); 7.13s · PPR Std: 3.5k, 3.6k; 3.8s, 3.10s · Comm.: C,K	EC–6: Dom I (004); Dom III (007–009) · PPR Test: III.007.A–D
4. Incorporate age-appropriate digital tools and technology to enrich social studies instruction.	Teacher Prep: 4.A.i-iii; 6.A.i-iii · Tech Apps: §228.57(a); 7.13s, 7.15s · PPR Std: 3.14k–3.16k; 3.15s–3.18s · Comm.: 6.A.i-iii · ELPS: (c)4.A–K; (d)3–6	EC–6: Dom III (008); Dom IV (010–013) · PPR Test: III.010.C–E; IV.012.A–I
5. Design an engaging lesson aligned to the Social Studies TEKS that integrates other content areas.	Teacher Prep: 1.A.i-iii; 3.B.i-iii; 5.C.i-ii · TEKS: §228.57(d)(1)(7)(8) · Tech Apps: §228.57(a); 7.15s · PPR Std: 1.30k, 1.31k; 1.28s, 1.29s · Comm.: C,K	EC–6: Dom I (003–004); Dom III (007–009) · PPR Test: III.010.C–E

Referenced Standards Key

- **Teacher Preparation:** 19 TAC §228.35; §228.41; 1.A–F; 3.B; 4.A; 5.C; 6.A
- **PPR Standards:** 19 TAC Ch. 235 Subch. C (1.3k–1.6k; 1.1s–1.5s; 1.28s–1.29s; 1.30k–1.31k; 3.1k–3.20s; 4.3k–4.15s)
- **PPR Test Framework:** TExES #160 – III.007 (A–D); III.010 (C–E); IV.012 (A–I)
- **ELPS:** 19 TAC §74.4 (b)1–4; (c)4.A–K; (c)5.A–G; (d)3–6

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- **Technology Applications:** 19 TAC §228.57(a); 7.13s; 7.15s
- **TEKS Curriculum:** 19 TAC §228.57(d)(1)(7)(8)
- **Commissioner's Teacher Standards:** 19 TAC §149.1001 (C,K)

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students need to be comfortable:

- Navigating and using the D2L platform,
- Accessing linked resources and readings on the internet,
- Conducting internet searches/browsing,
- Using basic office suite software such as word processing,
- Creating basic multi-media presentations such as short videos, slide presentations, and informational flyers with images,
- Viewing, downloading, and electronically printing PDF documents as needed

Instructional Methods

This course consists of several kinds of tasks that are designed to help you apply content to the real work of teaching. There are no multiple-choice quizzes or tests in this course; students will be expected to demonstrate their understanding through their work products. Within each unit you will have several tasks. The tasks for each week are listed in the course outline/calendar at the end of this syllabus. The final grade will be calculated from these assignments using the percentages listed in the “Grading” section of this syllabus. Except for video participation assignments, all assignments will have a viewable rubric. Educator standards are identified on PLC, mini-project, and lesson analysis rubrics to help you connect what you are doing to the intended learning outcomes for the course (and your eventual teacher certification).

Student Responsibilities or Tips for Success in the Course

Professionalism and Ethical Behavior

As a future educator, you are expected to interact with your instructor and peers in a professional manner. Please be courteous to classmates in online discussions, even when giving constructive feedback. Adhering to the [Educators' Code of Ethics](#) and university policies related to academic honesty is a baseline expectation for behavior.

Begin each module early in the week.

Did you know that college students typically underestimate how long it takes to complete their work? This can lead to late assignments, even when we have the best intentions. Starting early and working toward finishing early each week is the secret to finishing on time with a quality work product (because you are giving yourself that extra time to get it done).

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Ask questions early and often.

Instructors want to support you, but this is difficult if you don't communicate about your struggles. Please reach out to the course instructor with questions about assignments. You can set yourself up for success by asking your questions early enough to use the instructor's feedback before an assignment is due.

Designate a study space and time(s) that are free from distractions.

Did you know that multi-tasking is less effective for learning than paying full attention to one task at a time? Use your brain power more efficiently by finding a place free from distractions for your coursework. This can mean a quiet room or place in the library, turning off your phone notifications, etc.

Don't cram. Space out your work instead!

You will learn more effectively if you work for 45 minutes to an hour at a time instead of a marathon study session. This can be difficult to schedule with our busy lives, but the amount of information you retain will be improved if you can do some work each day instead of all at once.

READ.

AI is a fantastic tool that can be useful for summarizing information. However, part of building your understanding through reading is mentally interacting with the text – asking questions, making predictions or connections, summarizing information as you go, etc. If you have AI do this for you, you're going to be missing out on the mental processes that make your learning stick!

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Assessments

The following is a list of possible assessments used to determine your final grade. Weights, points, expectations will be given in the first two weeks of class.

Topic	Percentage
Quizzes	10%

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Book Reflection	10%
C3 Inquiry	10%
Instructional Strategies Book	15%
Final Lesson Plan	25%
Discussion Board Posts	30%

Assessment in this course is performance-based and emphasizes integrated, TEKS-aligned instruction for elementary social studies. Candidates complete a Social Studies Lesson Design Project that incorporates children's literature, primary sources, and technology tools to enhance engagement and conceptual understanding. Additional assessments include lesson analysis, peer review, and reflection activities that demonstrate planning, instructional design, and reflective practice aligned with PPR Standards I and III, 19 TAC §228.35, and Commissioner's Teacher Standards (2.B, 5.C.i, 6.A.i).

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.etamu.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@etamu.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a campus open computer lab, etc.

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COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.etamu.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

ETAMU Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.etamu.edu/admissions/registrar/generalInformation/attendance.aspx>

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<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)
[Undergraduate Student Academic Dishonesty Form](#)

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.etamu.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. 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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

East Texas A&M University

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@etamu.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.etamu.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran

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status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M University Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

East Texas A&M University Supports Students' Mental Health

The Counseling Center at East Texas A&M University, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.etamu.edu/counseling-center

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



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SAMPLE COURSE OUTLINE / CALENDAR

As stated previously in the syllabus, this calendar is subject to change based on instructor evaluation of students' needs. Please refer to D2L and course announcements for any changes that may occur.

Week	Module / Topic	Key Focus & Activities	SLOs
1	Introduction to Social Studies Education	Purpose and goals of social studies; strands of the Social Studies TEKS.	1
2	Foundations of Social Studies Pedagogy	Inquiry-based learning, integration across disciplines, and developmentally appropriate instruction.	1
3	Understanding the K–5 TEKS	Vertical and horizontal alignment of TEKS; unpacking standards for lesson planning.	5
4	Teaching History and Chronological Thinking	Using timelines, biographies, and sequence to develop historical understanding.	1, 3
5	Teaching Geography	Mapping skills, spatial reasoning, and human-environment interaction.	1
6	Teaching Civics and Government	Citizenship, rules, laws, and civic engagement for young learners.	1
7	Teaching Economics	Basic needs, goods and services, producers and consumers; integration with mathematics.	1
8	Integrating Children's Literature in Social Studies	Selecting and using picture books, historical fiction, and nonfiction to enrich instruction.	2
9	Using Primary Sources in the Classroom	Identifying and analyzing primary and secondary sources; digital archives and age-appropriate use.	3
10	Technology Integration for Social Studies	Using maps, simulations, and digital storytelling; TEA-approved digital tools and media literacy.	4
11	Culturally and Historically Significant Topics	Teaching about communities, diversity of experiences, and respect for heritage.	1, 3
12	Inquiry and Project-Based Learning	Student-led investigations; civic action and problem-solving projects.	1, 5
13	Assessing Student Learning in Social Studies	Formative and summative assessments; performance-based assessments and rubrics.	5
14	Performance-Based Assessment Launch: TEKS-Aligned Lesson Plan	Design and peer review of a comprehensive elementary social studies lesson.	5
15	Field-Based Applications	Teach or microteach a lesson using children's literature, technology, and primary sources; reflection on practice.	1–5

The syllabus/schedule are subject to change.

16	Course Reflection and Professional Growth	Final presentations and reflective synthesis; linking learning to professional standards.	5
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