



Course Syllabus: Teaching Social Studies in Elementary School  
College of Education  
EDUC-4033-201  
Spring 2022

Contact Information

Instructor: **Dr. Timothy Hinchman**

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Preferred Form of Communication: Email

Instructor Response Policy

Communication Response Time: Within 24 hours Monday- Friday, Within 48 hours on the weekend.

Textbook & Instructional Materials

The following textbook is recommended for this course:

- Maxim, G. W. (2018). *Dynamic social studies*. Boston: Pearson Education.

Course Description

This field-based course focuses on elementary school social studies pedagogy with emphasis on instructional strategies and models, the use of technology in the learning/teaching process, effective practices, professionalism, curriculum, and lesson design. Different teaching strategies include: appropriate use of creative approaches to the learning/teaching process, cooperative learning, direct instruction, inquiry, concept attainment, etc. An important component of this field-based block of classes is the course time spent in active participation in field (classroom) experiences.

Course Objectives/Learning Outcomes/Course Competencies

1. TEXES EC-6 Core Subjects Standard Competencies:

- a. The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences.**
- b. The social studies teacher effectively integrates the various social science disciplines.**
- c. 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.**
- d. The teacher understands and applies knowledge of significant historical events and developments, multiple historical interpretations and ideas and relationships between the past, the present and the future as defined by the Texas Essential Knowledge and Skills (TEKS).**
- e. The teacher understands and applies knowledge of geographic relationships involving people, places and environments in Texas, the United States and the world; the teacher also understands and applies knowledge of cultural development, adaptation, diversity and interactions among science, technology and society as defined by the Texas Essential Knowledge and Skills (TEKS).**
- f. The teacher understands and applies knowledge of economic systems and how people organize economic systems to produce, distribute and consume goods and services.**
- g. The teacher understands and applies knowledge of concepts of government, democracy and citizenship, including ways that individuals and groups achieve their goals through political systems.**
- h. 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.**
- i. 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.**

See Appendix A for a complete list of standards/competencies (if applicable) and Appendix B for assignment/standards alignment matrix

### Study Hours and Tutoring Assistance

Located in Moffett Library, The Office of Tutoring and Academic Support Programs (TASP) offers a variety of resources designed to help students meet the demands of the college classroom. Their mission is to provide the necessary support to help students achieve academic success. This can be completing in-person and through distance learning. [MSU-Texas-Tutoring](#)

### Student Handbook

Refer to: [Student Handbook-2020-21](#)

### Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

### Grading/Assessment

Course Grade- List all graded assignments (for all certification courses at least one assessed performance-based assignment is required) with their point value and or percentage of total grade. Letter Grade Scale indicate the overall points or % to letter grade scale for example 1270 to 1137=A.

Table 1: Points allocated to each assignment – You can change table information but will need to use table tool if you add more columns or rows. Do not leave any blanks in table. Follow instructions listed under Course Schedule.

Assignments	Points
Writing Assignments	575
Classroom Observation, Lesson Plan, and Reflection	225
Comprehensive Unit Plan	200
Total Points	1000

Table 2: Total points for final grade.

Grade	Points
A	890-1000
B	790 to 889
C	660 to 789

Grade	Points
D	500 to 659
F	Less than 500

### Homework

Each module will have a written assignment that will assess your ability to synthesize and apply the module's learning goal. Unless noted, each written assignment will use a constructed response formatting. Almost all constructed responses can follow the same basic structure with variations based on the number of paragraphs or specific requirement. An outline is provided in Module 1 to provide the student with a starting point and to assist in organizing thoughts for a better flowing paper.

### Key Assessments

The performance assessment for this course is a portfolio consisting of the foundations in inquiry-based instruction. Students will research, identify, and model instructional practices that are promote inquiry-based instruction in a mainstream social studies classroom setting

All grade levels are examined within the TEKs to determine what knowledge, skills, and abilities are addressed at the different grade levels. Students are to determine how the standards are connected.

Students will identify the basic ideas behind social constructivism. They will explore several resources on social constructivism and methods to scaffold learning in a social studies classroom.

Students will then dive deeper into inquiry-based instructional practices. They will explore research based strategies and practices that acknowledge and respect diversity in the social studies classroom. They will examine teachers using strategies for teaching culturally diverse students, culturally responsive pedagogy, and read research regarding this practice.

Students will explore the content areas necessary to teach social studies. They will first explore the techniques and strategies of teaching history. They will next explore the techniques and strategies of teaching geography, civics, economics, anthropology, and sociology

Students will write a comprehensive unit plan in social studies. They will plan an instructional unit which demonstrates their knowledge and skills in the following areas: Learner Development, Learner Differences, Learning Environment, Content Knowledge , Application of Content, Assessment, Planning for Instruction, Instructional Strategies, and Professional Learning and Ethical Practice (West College of Education Handbook of Policies and Clinical Experiences; InTASC Standards).

The Comprehensive Unit Plan is an assessment on your ability to synthesize and apply the concepts learned in the modules. These assignments are required to receive credit for this course.

#### Late Work

Because all assignments are available and submitted online, "make up" work should not be an issue. Late work will not be accepted unless a written medical or equally extenuating circumstance is provided. The D2L Dropbox will close at 11:59pm on the due date.

#### Important Dates

Last day for term schedule changes: January 13, 2022

Deadline to file for graduation: February 14, 2022

Last Day to drop with a grade of "W:" March 21, 2022

Refer to: [Drops, Withdrawals & Void](#)

#### Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

#### Attendance

WCOE Face to Face Policy: Professionals are dependable, reliable, and responsible. Therefore, candidates are expected to be on time and in attendance at every class, and to stay for the entire class. Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability, and are taken seriously. Candidates will receive a grade of F on the third offense. If a candidate is taking 'blocked' courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well. Attendance and class activity participation grades will be recorded in the Dispositions category.

#### Computer Requirements

Taking an online or hybrid class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class.

**Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline.** There are many places to access your class. D2L can be accessed from any computer in the world that is connected to the

internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

#### Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

#### Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

#### Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

#### College Policies

##### Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

##### Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS. Adult students may smoke only in the outside designated-smoking areas at each location.

##### Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful

possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

#### Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

#### Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

#### Course Schedule:

Course outline with assigned course topics, assigned readings, and assignments are required for certification courses.

Use this area to tell the students what is scheduled for the duration of the class. Please note the disclaimer above and include that with your schedule. There can be no blanks in your table. You must put some kind of text in all the blanks such as: N/A or No content. (Use the same color text as background if you want to keep it uncluttered for your sighted learners). Tables must not extend to another page (cannot be wider than the page). If it is going to extend to next page, you will need to create another table with heading. You can use a dash (-) or "to" between dates, avoid using the @ sign unless in web address.

## Course Schedule

Week or Module	Activities/Assignments/Exams	Due Date
		All Assignments are due 11:30pm on due date
Module 1 1/10 to 1/15	Module 1: Social Studies in the Elementary Classroom Writing Assignment #1	1/14/2022
	Module 1 Assignment #2- Social Studies TEKS T-Chart	1/15/2022
Module 2 1/16 to 1/21	Module 2: Diversity in the Classroom Writing Assignment	1/21/2022
Module 3 1/22 to 1/28	Module 3: Constructivism in a Social Studies Classroom Writing Assignment	1/28/2022
Module 4 1/22 to 1/28	Module 4 Writing Assignment- Assessment in the Classroom	1/28/2022
Module 5 1/29 – 2/4	Module 5 Teaching History Writing Assignment	2/4/2022
Module 6 2/5-2/11	Module 6 Teaching Geography Assignment	2/11/2022
Module 7 2/12-2/18	Module 7 Teaching Civics Writing Assignment	2/18/2022
Module 8 2/12-2/18	Module 8 Teaching Economics Writing Assignment	2/18/2022
Module 9 2/19-2/25	Module 9 Teaching Science, Technology, and Society Assignment	2/25/2022
Module 10 1/22-2/25	C3 Lesson Plan Classroom Observation Grade Observation Reflection	Dates will vary based on Observation Schedule
Module 11 1/10-4/30	Comprehensive Unit Plan	4/30/2022

Note: Tables cannot continue to the next page. If the table continues to the next page, you will need to make a new table using the table tools for every page. Remember to add Alt Text.

References/Scientifically-Based Research/Additional Readings:  
 Required scientifically-based references/evidence for certification courses and applicable standards and professional associations.

- Atzori, P. (1996). Discovering CyberAntarctic: A Conversation with Knowbotics Research. *CTHEORY*. Available at: <http://www.ctheory.com/>
- **Barzilai, S., Zohar, A. R., & Mor-Hagani, S. (2018). Promoting integration of multiple texts: A review of instructional approaches and practices. *Educational psychology review, 30(3), 973-999.***
- Brown, J.S., Collins, A. & Duguid, S. (1989). Situated cognition and the culture of learning. *Educational Researcher, 18(1), 32-42.*
- Derry, S. (1992). Beyond symbolic processing: Expanding horizons in educational psychology. *Journal of Educational Psychology, 413-418.*
- Derry, S. (1996). Cognitive Schema Theory in the Constructivist Debate. In *Educational Psychologist, 31(3/4), 163-174.*
- Driver, R., Aasoko, H., Leach, J., Mortimer, E., Scott, P. (1994). Constructing scientific knowledge in the classroom. *Educational Researcher, 23 (7), 5-12.*
- **Dusenbury, L., & Weissberg, R. P. (2017). Social emotional learning in elementary school: Preparation for success. *The Education Digest, 83(1), 36.***
- Ernest, P. (1995). The one and the many. In L. Steffe & J. Gale (Eds.). *Constructivism in education* (pp.459-486). New Jersey: Lawrence Erlbaum Associates, Inc.
- Fosnot, C. (1996). Constructivism: A Psychological theory of learning. In C. Fosnot (Ed.) *Constructivism: Theory, perspectives, and practice*, (pp.8-33). New York: Teachers College Press.
- **Graham, S., Kiuahara, S. A., & MacKay, M. (2020). The effects of writing on learning in science, social studies, and mathematics: A meta-analysis. *Review of Educational Research, 90(2), 179-226.***
- **Grant, S. G., Swan, K., & Lee, J. (2017). *Inquiry-based practice in social studies education: Understanding the inquiry design model.* Taylor & Francis.**
- **Grant, S. G., & VanSledright, B. A. (2020). *Elementary social studies: Constructing a powerful approach to teaching and learning.* Routledge.**
- Gergen, K. (1995). Social construction and the educational process. In L. Steffe & J. Gale (Eds.). *Constructivism in education*, (pp.17-39). New Jersey: Lawrence Erlbaum Associates, Inc.
- Hanley, Susan (1994). On Constructivism. Available at: <http://www.inform.umd.edu/UMS+State/UMD-Projects/MCTP/Essays/Constructivism.txt>
- **Levstik, L. S., & Barton, K. C. (2018). *Researching history education: Theory, method, and context.* Routledge.**
- **Mohammed, S. H., & Kinyo, L. (2020). The role of constructivism in the enhancement of social studies education. *Journal of Critical Reviews, 7(7), 249-256.***
- von Glasersfeld, E. (1996). Introduction: Aspects of constructivism. In C. Fosnot (Ed.), *Constructivism: Theory, perspectives, and practice*, (pp.3-7). New York: Teachers College Press.

- Vygotsky, L. (1978). *Mind in Society: The Development of Higher Psychological Processes* MA: Harvard University Press.
- Wilson, B. & Cole, P. (1991) A review of cognitive teaching models. *Educational Technology Research and Development*, 39(4), 47-64.
- Wilson, B. (1997). The postmodern paradigm. In C. R. Dills and A. Romiszowski (Eds.), *Instructional development paradigms*. Englewood Cliffs NJ: Educational Technology Publications. Also available at: <http://www.cudenver.edu/~bwilson/postmodern.html>

### Appendix A: Standards/Competencies

Course Objectives or Student Learning Outcomes	Standard or Competency
<p><b>Module 1 Learning Goal 1:</b> The student understands the purpose of the social studies curriculum.</p>	<ul style="list-style-type: none"> <li>• The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social science</li> </ul>
<p><b>Module 2 Learning Goal 1:</b> The student will be able demonstrate and apply strategies to promote learning in all students.  <b>Module 2 Learning Goal 2:</b> The student will be able to recognize personal bias and its impact on student learning.</p>	<ul style="list-style-type: none"> <li>• The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences</li> <li>• 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.</li> </ul>
<p><b>Module 3 Learning Goal 1:</b> The student will lead their class to a deeper understanding of social studies concepts using various approaches.  <b>Module 3 Learning Goal 2:</b> The student will be able scaffold and sequence concepts to teach social studies to elementary students.</p>	<ul style="list-style-type: none"> <li>• The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences.</li> </ul>
<p><b>Module 4 Learning Goal 1:</b> The student will learn</p>	<ul style="list-style-type: none"> <li>• The social studies teacher uses knowledge and skills of social studies, as defined by</li> </ul>

Course Objectives or Student Learning Outcomes	Standard or Competency
about assessment processes in the classroom.	the Texas Essential Knowledge and Skills (TEKS), to plan and implement effective curriculum, instruction, assessment and evaluation.
<p><b>Module 5 Learning Goal 1:</b> The student will be able utilize appropriate strategies and activities to teach major concepts in history.</p>	<ul style="list-style-type: none"> <li>• The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences.</li> <li>• 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.</li> <li>• History: The social studies teacher applies knowledge of significant historical events and developments, as well as of multiple historical interpretations and ideas, in order to facilitate student understanding of relationships between the past, the present and the future.</li> </ul>
<p><b>Module 6 Learning Goal 1:</b> The student will be able utilize appropriate strategies and activities to teach major concepts and processes in geography.</p>	<ul style="list-style-type: none"> <li>• The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences.</li> <li>• 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.</li> </ul>
<p><b>Module 7 Learning Goal 1:</b> The student will be able utilize appropriate strategies and activities to teach major concepts and processes in civics and government.</p>	<ul style="list-style-type: none"> <li>• The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences.</li> <li>• 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</li> </ul>

Course Objectives or Student Learning Outcomes	Standard or Competency
	<p>individuals and groups achieve their goals through political systems.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
<p><b>Module 8 Learning Goal 1:</b> The student will be able utilize appropriate strategies and activities to teach major concepts in economics.</p>	<ul style="list-style-type: none"> <li>• The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences.</li> <li>• 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.</li> </ul>
<p><b>Module 9 Learning Goal 1:</b> The student will be able utilize appropriate strategies and activities to teach major concepts and processes in science, technology, and society.</p>	<ul style="list-style-type: none"> <li>• The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences.</li> <li>• 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.</li> </ul>
<p><b>Module 10 Learning Goal 1:</b> The student will be able utilize appropriate strategies and activities to write, teach, and a reflect on an original elementary school lesson plan.</p>	<ul style="list-style-type: none"> <li>• The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences.</li> <li>• The social studies teacher effectively integrates the various social science disciplines.</li> <li>• The social studies teacher uses knowledge and skills of social studies, as defined by the Texas Essential Knowledge and Skills</li> </ul>

Course Objectives or Student Learning Outcomes	Standard or Competency
	(TEKS), to plan and implement effective curriculum, instruction, assessment and evaluation.
<p><b>Module 11 Learning Goal 1:</b> The student will plan an instructional unit which demonstrates their knowledge and skills in the following areas: Learner Development, Learner Differences, Learning Environment, Content Knowledge , Application of Content, Assessment, Planning for Instruction, Instructional Strategies, and Professional Learning and Ethical Practice (West College of Education Handbook of Policies and Clinical Experiences; InTASC Standards).</p>	<ul style="list-style-type: none"> <li>• The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences.</li> <li>• The social studies teacher effectively integrates the various social science disciplines.</li> <li>• 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.</li> </ul>

Appendix B:

Required assignment/standard alignment matrix

Assignment/Module/ Course Activities	Standard or Competency
Module 1 Constructed Response Assignment	The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social science
Module 2 Constructed Response Assignment	<ul style="list-style-type: none"> <li>• The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences</li> <li>• Culture: The social studies teacher understands cultures and how they develop and adapt and uses this knowledge to enable students to appreciate and</li> </ul>

Assignment/Module/ Course Activities	Standard or Competency
	respect cultural diversity in Texas, the United States and the world.
Module 3 Constructed Response Assignment	<ul style="list-style-type: none"> <li>The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences.</li> </ul>
Module 4 Constructed Response Assignment	<ul style="list-style-type: none"> <li>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.</li> </ul>
Module 5 Constructed Response Assignment	<ul style="list-style-type: none"> <li>The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences.</li> <li>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.</li> <li>History: The social studies teacher applies knowledge of significant historical events and developments, as well as of multiple historical interpretations and ideas, in order to facilitate student understanding of relationships between the past, the present and the future.</li> </ul>
Module 6 Constructed Response Assignment	<ul style="list-style-type: none"> <li>The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences.</li> <li>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.</li> </ul>
Module 7 Constructed Response Assignment	<ul style="list-style-type: none"> <li>The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences.</li> <li>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</li> </ul>

Assignment/Module/ Course Activities	Standard or Competency
	<p>how individuals and groups achieve their goals through political systems.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
<p>Module 8 Constructed Response Assignment</p>	<ul style="list-style-type: none"> <li>• The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences.</li> <li>• 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.</li> </ul>
<p>Module 9 Constructed Response Assignment</p>	<ul style="list-style-type: none"> <li>• The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences.</li> <li>• 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.</li> </ul>
<p>Module 10 Classroom Observation</p>	<ul style="list-style-type: none"> <li>• The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences.</li> <li>• The social studies teacher effectively integrates the various social science disciplines.</li> <li>• 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.</li> </ul>
<p>Module 11 Unit Plan</p>	<ul style="list-style-type: none"> <li>• The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences.</li> <li>• The social studies teacher effectively integrates the various social science disciplines.</li> </ul>

Assignment/Module/ Course Activities	Standard or Competency
	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.

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