



**BAKER COLLEGE**  
**STUDENT LEARNING OUTCOMES**

**EDU3110 Social Studies for Elementary Teachers**  
**3 Semester Hours**

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**Student Learning Outcomes & Enabling Objectives**

1. Identify the scope and significance of social studies education.
  - a. Define the academic parameters of social studies.
  - b. Assess the purpose of social studies education.
2. Analyze the sociology of social studies education
  - a. Assess the significance of poverty, class, and power.
  - b. Assess the significance of culture and diversity.
  - c. Assess the significance of core democratic values.
3. Discuss academic and professional standards in social studies education and reflect on professional readiness in relation to those standards.
  - a. Discuss National Council for the Social Studies (2002) National Standards for Social Studies Teachers.
  - b. Discuss Michigan Department of Education (2007) Grade Level Content Expectations: Social Studies.
  - c. Discuss Michigan Department of Education (2013) Michigan Test for Teacher Certification Field 103 Elementary Education (Sub Area II Social Studies) and Field 105 Social Studies (Elementary).
4. Establish competence in relation to the disciplinary standards for civics/government.
  - a. Review key content in the civics/government curriculum.
  - b. Analyze the interdisciplinary relationships between civics/government and history, economics, and geography.
  - c. Evaluate the purpose of civics/government education.
  - d. Identify, evaluate, and apply resources for teaching civics/government.
5. Establish competence in relation to the disciplinary standards for history.
  - a. Review key content in the history curriculum.
  - b. Analyze the interdisciplinary relationships between history, civics/government, economics, and geography.
  - c. Evaluate the purpose of history education.
  - d. Identify, evaluate, and apply resources for teaching history.

6. Establish competence in relation to the disciplinary standards for geography.
    - a. Review key content in the geography curriculum.
    - b. Analyze the interdisciplinary relationships between geography, civics/government, history, and economics.
    - c. Evaluate the purpose of geography education.
    - d. Identify, evaluate, and apply resources for teaching geography.
  
  7. Establish competence in relation to the disciplinary standards for economics.
    - a. Review key content in the economics curriculum.
    - b. Analyze the interdisciplinary relationships between economics, civics/government, history, and geography.
    - c. Evaluate the purpose of economics education.
    - d. Identify, evaluate, and apply resources for teaching economics.
  
  8. Demonstrate competence in lesson planning and assessment techniques in social studies.
    - a. Create a portfolio of lesson plans for K-8 social studies lessons.
    - b. Create a portfolio of assignments, with assessment rubrics, relevant to the lesson planning portfolio.
  
  9. Develop domain-specific and transferable skills.
    - a. Improve critical thinking (analysis and synthesis of arguments).
    - b. Improve competence in composition (arguments supported by evidence, historiography, and theoretical perspectives, and characterized by sound structure, precise spelling and grammar, and accurate referencing).
    - c. Improve competence in presentation (arguments supported by evidence, historiography, and theoretical perspectives, and characterized by sound structure, effective use of Information and Communication Technology, confident articulation, and accurate referencing).
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These SLOs are not approved for experiential credit.

**Effective: Fall 2017**