

Dr. Cynthia Wadley
 EDUA 4310 Sec W01
 EDSR 4310 Sec W01
 Web Delivered



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Social Studies in the Classroom I

Course Description:

Social Studies in the Classroom I (3-0). This is the first course in methods and strategies in teaching social studies curriculum in the public schools. Topics include, but are not limited to, citizenship, historical knowledge, political systems, socioeconomic systems, historical inquiry, curricula, instructional materials, and assessment and evaluation.

Required Texts:

Teaching Social Studies Today. 2nd Ed. Kathleen Kopp. Huntington Beach, CA: Shell Education, Inc., 2017. ISBN 978-1-4258-1210-2

The United States: A Brief Narrative History. 3rd Ed. Link Hullar & Scott Nelson. Maldon, MA: John Wiley & Sons Inc., 2011. (Originally Published by Harlan Davidson, Inc. prior to 2012) ISBN: 978-0-88295-278-9

Assignments:

Reading Synthesizing & Planning Assignments (12)	Social Studies Methods Reflections (10)
Content Study Notebooks (10)	Attendance & Participation

Student Learning Outcomes:

The graduating student with a B. S. in Education will:

1. Students will demonstrate effective lesson planning.
2. Students will demonstrate written and oral proficiency through a variety of instructional strategies.
3. Students will demonstrate effective evaluative processes for assessing student learning

Marketable Skills:

1. Students have the ability to teach diverse learners in an inclusive learning environment.
2. Students have the ability to assess student learning.
3. Students have the ability to critically think and creatively adapt instructional strategies to an instructional setting.
4. Students have the ability to construct a classroom management plan.
5. Student have the ability to effectively use technology to communicate

SLO's are assessed as follows:

- Reading, Synthesizing & Planning Assignments assess SLO's 1-3
- Social Studies Methods Reflections assess SLO's 1-3
- Content Study Notebook assesses SLO 2 & 3

TEXES Standards:

Students seeking teacher certification in the Core Subjects EC-6 and History and Social Studies 7- 12 areas will cover some or all of the following standards.

Core Subjects EC-6/4-8: [Social Studies Standards IV, V, VII & IX](#)

Course Requirements:

Academic Honesty - Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to:

- Turning in work as original that was used in whole or part for another course and/or professor;
- Turning in another person's work as one's own;
- Copying from professional works or internet sites without citation;
- Collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

Americans with Disabilities Act Statement: Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact:

Mary Schwartz-Grisham, M.Ed., LPC

Counseling and Accessibility Services,

Ferguson Hall 112

Mailing Address: P. O. Box C-171; Alpine, TX 79832

Phone: (432) 837-8203

E-mail: mary.schwartz@sulross.edu

If you have an accessibility letter from the C. A. S it is your responsibility to ensure that the instructor has received a copy of it so your specific accommodations can be met.

Appealing the Final Grade: If students wish to appeal their grade, this discussion should begin with the instructor and proceed according to university policies and procedures. For university policies on appealing a grade, please see the Student Handbook for the procedures in place.

Attendance - It is highly recommended you attend class. Attendance in an online class comes from logging into Blackboard, reading, and completion of assignments.

Classroom Climate of Respect: Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Contacting the Instructor: My office telephone number and e-mail are included for emergencies. E-mail is the preferred method of communication. Please use the following format in your subject line for any e-mail communications: YOUR NAME: EDUA 4310-Subject of E-mail.

Late Assignments: Assignments turned in late will lose 10% off their maximum grade each day the assignment is late. After 4 days you will receive a grade of "F".

Make Up Exam Policy: Make up exams will only be given because of documented emergency situations such as severe/extreme medical conditions for yourself or a dependent, or in the case of a death in the immediate family. Students who have this type of problem must either contact the instructor by e-mail or phone prior to the date of the exam OR bring in a validated excuse upon their first day back in the course. Please note that make up exam will not be the same as the ones given in class.

On Writing Well: The members of the Education faculty believe that it is important that students be encouraged to write well in classes other than English. To that end, major assignments containing writing intensive components such as readings syntheses, planning activities, content historical notebooks will be required. Points may be deducted from your grade for the overall quality of the essay, reflection or paper, including spelling and grammatical errors. (HINT: Use **Spelling & Grammar Check**).

Writing Tutoring: Students needing assistance with writing are urged to use the services of the Writing Lab, part of the Tutoring and Learning Centre, located in the Bryan Wildenthal Memorial Library first floor. Please note that while the writing tutors can help you with grammar, structure, formatting and citations they will not write assignments for you nor are they editors.

Student

Responsibilities:

You are responsible for attending all lectures, taking notes and completing the readings.

You are responsible for getting notes from a missed class from a classmate.

You are responsible for turning in assignments on time.

You are responsible for taking exams that are assigned.

You are responsible for verifying your enrollment in or withdrawal from the course. If you quit the class, but your name still appears on the Banner grade sheet at the end of the semester you will receive an “F” for the course.

Instructors’

Responsibilities:

Dr. Wadley will know the course content; explain relevant concepts and principles; facilitate class participation; hold office hours; treat students fairly and with respect; and create a positive learning environment.

Dr. Wadley will field any question on the course content

Dr. Wadley will return assignments in a reasonable amount of time.

Dr. Wadley will hold office hours and answer student e-mails on the course.

Lesson Structure:

Readings: Each lesson will consist of a required reading from the primary textbook, a supplementary chapter or article, or both depending on the lesson. While you are required to purchase the primary textbook, supplemental readings will be posted to Blackboard.

In addition to the Sul Ross Bookstore, both textbooks are available from Amazon.com and other fine merchants. All supplemental readings will be provided via Blackboard.

Assignments: With each lesson will be an assignment or assignments that you are asked to complete. See below for a full listing of the different assignments we will be completing in this course.

Course Assignments:

Social Studies Content Reading Synthesizing & Planning Assignments: Social Studies is a discipline based on documents and reading. Because of this, not only reading but comprehending the text is a critical part of understanding the material and successfully completing the course. Additionally, transferring what you know to your students in an accessible lesson takes practice. With each lesson you will write a one-page synthesis based on the textbook, and/or supplementary readings for that lesson; then you will plan an activity based around a Social Studies TEK standard, using the assigned reading for content knowledge. (*See Appendix I for Complete Details*)

Social Studies Methods Reflections: Each week you will be reading an assigned chapter or excerpt from Kathleen Kopp’s *Teaching Social Studies Today*. With each assigned chapter you will be answering selected reflection questions based off your knowledge and understanding of the social studies methods read about in Kopp’s text. (*See Appendix II for Complete Details*)

Concise Historical Content Notebooks: Each week you will compile a study notebook based on

the weekly readings comprised of the following: key dates, key vocabulary terms, key historical figures, key geographic features, key historical events. *(See Appendix III for Complete Details)*

Attendance & Participation: You are expected to attend, pay attention and actively participate in the course. This means completing the assigned readings, assignments, asking questions and participating in discussions.

Grading Distribution:

Assignment	Number	Points Ea.	Assignment Total Points
Social Studies Content Reading Synthesizing & Planning Assignments	12	37.5pts	450 pts
Social Studies Methods Reflections	10	25pts	250pts
Content Study Notebooks	10	25pts	250pts
Attendance & Participation	1	50pts	50pts
			1000 Total Points Possible

Grading Breakdown

Grade of "A"	=	900+ points
Grade of "B"	=	800-899 points
Grade of "C"	=	700-799 points
Grade of "D"	=	600-699 points
Failing Grade "F"	=	000-599 points

Course Schedule*

Week 1 – Class Introduction – Due January 29, 2023

- Class Introduction Discussion Board
- Watch the Welcome to the Class PowerPoint
- Read the following assigned readings:
- Kathleen Kopp, *Teaching Social Studies Today* 2nd Ed. (Huntington Beach, CA: Shell Education, 2017.) pp. 7-12.
- Preparation Manual Core Subjects EC-6 (Austin, TX: Texas Education Agency, 2020.) pp. 5 & 21-27.

Week 2: Components of Social Studies – Due January 29, 2023

- Read the following assigned readings:
 - Kathleen Kopp, "[Creating the Social Studies Classroom](#)," *Teaching Social Studies Today* 2nd Ed. (Huntington Beach, CA: Shell Education, 2017.) pp. 13-28.
 - [TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR SOCIAL STUDIES](#) In Texas Administrative Code §113 (Austin, TX: Texas Education Agency, 2020.)
- Complete the following assignment(s):
 - L3: Social Studies Methods Reflections 1

Week 3: Building Student Knowledge/Early America – Due February 5, 2023

- Watch and take notes from the following historical introductions (the introductions expand or complement readings in Hullar & Nelson):
 - History Introductions 1a: Pre-Columbian America (27:12)
 - History Introductions 1b: European Contacts with the Americas (24:45)
 - History Introductions 1c: Conquest and Colonialization (33:08)
- Read the following assigned readings:
 - Kathleen Kopp, "Ch. 2: Accessing and Building Background Knowledge," *Teaching Social Studies Today* 2nd Ed. (Huntington Beach, CA: Shell Education, 2017.) pp. 29-44.
 - Link Hullar & Scott Nelson, "Introduction: America's First Nations" and "Chapter 1: Discovery, Exploration, and Colonization," In *The United States: A Brief Narrative History* 3rd Ed. (Maldon, MA: John Wiley & Sons, Inc., 2011) pp. 1-13 & 15-23.
- Complete the following assignment(s):
 - L3: Social Studies Methods Reflections 2
 - L3: Reading, Synthesizing, and Planning Assignment 1

Week 4: Reading in Social Studies: Colonial America – Due February 12, 2023

- Watch and take notes from the following historical introductions (the introductions expand or complement readings in Hullar & Nelson):
 - History Introductions 2a: Colonial North America
- Read the following assigned readings:
 - Kathleen Kopp, "Ch. 3: Reading in the Social Studies Classroom," *Teaching Social Studies Today* 2nd Ed. (Huntington Beach, CA: Shell Education, 2017.) pp. 45-74.
 - Alan Farmer, "[Ch. 1: The American Colonies by 1763](#)," in *The American Revolution and the Birth of the USA, 1740-1801*, 2nd Ed. (London: Hodder Education, 2015.) pp. 1-26.
- Complete the following assignment(s):
 - L4: Social Studies Methods Reflections 3
 - L4: Reading, Synthesizing, and Planning Assignment 2
 - L4: Geography Assignment 1

Week 5: Writing in Social Studies; From Colonial America to United States – Due February 19, 2023

- Watch and take notes from the following historical introductions (the introductions expand or complement readings in Hullar & Nelson):
 - History Introductions 3: From Colonial America to the United States
 - Intro #3a: Cultural Movements in America (14:20)
 - Intro #3b: War and Development of the Americas (21:17)
 - Intro #3c: Loyal Colonies to the American War of Independence
- Read the following assigned readings:
 - Kathleen Kopp, "Ch. 4: Writing in the Social Studies Classroom," *Teaching Social Studies Today* 2nd Ed. (Huntington Beach, CA: Shell Education, 2017.) pp. 75-86. **(Note corrected pages for Ch. 4.) Questions 1, 3.**
 - Alan Farmer, "[Ch. 5: The American Revolution](#) [Ch. 5: The American Revolution - Alternative Formats](#) " in *The American Revolution and the Birth of the USA, 1740-1801*, 2nd Ed. (London: Hodder Education, 2015.) pp. 109-126.

- Link Hullar & Scott Nelson, "Chapter 2: Revolution and Independence," In *The United States: A Brief Narrative History* 3rd Ed. (Maldon, MA: John Wiley & Sons, Inc., 2011)
- Complete the following assignment(s):
 - L5: Social Studies Methods Reflections 4
 - L5: Reading, Synthesizing, and Planning Assignment 3
 - L5: Geography Assignment 2

Week 6: Resources in the Classroom: Early United States – Due February 26, 2023

- Watch and take notes from the following historical introductions (the introductions expand or complement readings in Hullar & Nelson):
 - History Introductions 4: The Early United States
 -
- Read the following assigned readings:
 - Kathleen Kopp, "Ch. 5: Using Primary (and Other Essential) Resources in the Classroom," *Teaching Social Studies Today* 2nd Ed. (Huntington Beach, CA: Shell Eduation, 2017.) pp. 87-112.
 - Link Hullar & Scott Nelson, "Chapter 3: The Young Republic," and "Chapter 4: Jefferson and the Democratic Republic" In *The United States: A Brief Narrative History* 3rd Ed. (Maldon, MA: John Wiley & Sons, Inc., 2011) pp. 35-56.
- Complete the following assignment(s):
 - L6: Social Studies Methods Reflections 5
 - L6: Reading, Synthesizing, and Planning Assignment 4
 - L6: Geography Assignment 3

Week 7: Research in the Social Studies Classroom: Jacksonian America – Due March 5, 2023

- Watch and take notes from the following historical introductions (the introductions expand or complement readings in Hullar & Nelson):
 - History Introductions 5: Jacksonian America
 - 5a_Moving towards the Jacksonian United States (13:35)
- **Read the following assigned readings:**
 - Kathleen Kopp, "Ch. 6: Engaging Students in Research," *Teaching Social Studies Today* 2nd Ed. (Huntington Beach, CA: Shell Eduation, 2017.) pp. 113-132.
 - Link Hullar & Scott Nelson, "Chapter 5: The Age of Jackson" In *The United States: A Brief Narrative History* 3rd Ed. (Maldon, MA: John Wiley & Sons, Inc., 2011) pp. 57-67.
 - Complete the following assignment(s):
 - L7: Social Studies Methods Reflections 6

- L7: Reading, Synthesizing, and Planning Assignment 5
- L7: Geography Assignment 4

Spring Break – March 12 – 19th

Week 8: Bringing Social Studies to Life: United States to 1850 – Due March 26, 2023

- Watch and take notes from the following historical introductions (the introductions expand or complement readings in Hullar & Nelson):
 - History Introductions 6: The United States up to 1850
- Read the following assigned readings:
 - Kathleen Kopp, "Ch. 7: Hands On Strategies and Simulations," *Teaching Social Studies Today* 2nd Ed. (Huntington Beach, CA: Shell Education, 2017.) pp. 133-152.
 - Link Hullar & Scott Nelson, "Chapter 6: The West-Pre Civil War" and "Chapter 7: Sectional Conflict" In *The United States: A Brief Narrative History* 3rd Ed. (Maldon, MA: John Wiley & Sons, Inc., 2011) pp. 68-81.
- Complete the following assignment(s):
 - L8: Social Studies Methods Reflections 7
 - L8: Reading, Synthesizing, and Planning Assignment 6
 - L8: Geography Assignment 5

Week 9: Social Studies Connections: Civil War and the Late 19th Century America – Due April 2, 2023

- Read the following assigned readings:
 - Kathleen Kopp, "Ch. 8: Integrating Social Studies with the Arts," *Teaching Social Studies Today* 2nd Ed. (Huntington Beach, CA: Shell Education, 2017.) pp. 153-166.
 - Link Hullar & Scott Nelson, "Chapter 8: Civil War & Reconstruction," "Chapter 9: The West (Post-Civil War)," and "Chapter 10: The Gilded Age and Imperial America" In *The United States: A Brief Narrative History* 3rd Ed. (Maldon, MA: John Wiley & Sons, Inc., 2011) pp. 82-109.
- Complete the following assignment(s):
 - L9: Social Studies Methods Reflections 8
 - L9: Reading, Synthesizing, and Planning Assignment 7
 - L9: Geography Assignment 6

Week 10: Assessing the Social Studies Curriculum: Beginning of Modern America – Due April 9, 2023

- Read the following assigned readings:
 - Kathleen Kopp, "Ch. 9: Assessment," *Teaching Social Studies Today* 2nd Ed. (Huntington Beach, CA: Shell Education, 2017.) pp. 167-182.

- Link Hullar & Scott Nelson, "Chapter 11: Populism, Progressivism, and the Great War," & "Chapter 12: Boom, Bust, and the New Deal" In *The United States: A Brief Narrative History* 3rd Ed. (Maldon, MA: John Wiley & Sons, Inc., 2011) pp. 111-135.
- Complete the following assignment(s):
 - L10: Social Studies Methods Reflections 9
 - L10: Reading, Synthesizing, and Planning Assignment 8
 - L10: Geography Assignment 7

Week 11: Pulling the Social Studies Lesson Together: Mid-20th Century America – Due April 16, 2023

- Read the following assigned readings:
 - Kathleen Kopp, "Ch. 10: Putting It Altogether," *Teaching Social Studies Today* 2nd Ed. (Huntington Beach, CA: Shell Education, 2017.) pp. 183-193.
 - Link Hullar & Scott Nelson, "Chapter 13: World War II and the Origins of the Cold War" In *The United States: A Brief Narrative History* 3rd Ed. (Maldon, MA: John Wiley & Sons, Inc., 2011) pp. 137-152.
- Complete the following assignment(s):
 - L10: Social Studies Methods Reflections 10
 - L10: Reading, Synthesizing, and Planning Assignment 9
 - L10: Geography Assignment 8

Week 12: Lesson Planning Differentiation Part 1: Modern America – Due April 23, 2023

- Read the following assigned readings:
 - Carol Ann Tomlinson & Marcia B. Imbeau, "[Introduction & Ch. 1: Differentiation: Reviewing the Basics](#)," *Managing a Differentiated Classroom - A Practical Guide*. (New York: Scholastic, Inc., 2011.) pp. 4-23.
 - Link Hullar & Scott Nelson, "Chapter 14: Postwar America: The Fifties and Sixties" In *The United States: A Brief Narrative History* 3rd Ed. (Maldon, MA: John Wiley & Sons, Inc., 2011) pp. 137-152.
- Complete the following assignment(s):
 - L12: Reading, Synthesizing, and Planning Assignment 10
 - L12: Geography Assignment 9

Weeks 13 & 14: Differentiation Part 2: America to Near-Present Day - Due May 7, 2023

- Read the following assigned readings:
 - Carol Ann Tomlinson & Marcia B. Imbeau, "[Preparing for Differentiation](#) " In *Managing a Differentiated Classroom - A Practical Guide*. (New York: Scholastic, Inc., 2011.) pp. 24-38.
 - Link Hullar & Scott Nelson, "Chapter 15: Retrenchment: The Seventies and Eighties," and "Chapter 16: Cold War Ends, War on Terror Begins." In *The United*

States: A Brief Narrative History 3rd Ed. (Maldon, MA: John Wiley & Sons, Inc., 2011) pp. 169-195.

- Complete the following assignment(s):
 - L13/14: Reading, Synthesizing, and Planning Assignment 11
 - L13/14: Geography Assignment 10

Week 15: Final Assignment – Due May 14, 2023

- Complete and submit the following:
 - L15: Social Studies Content Study Notebook
 - Any remaining outstanding assignments.

***_Note: Lectures, Readings, and Assignments are tentative and may be changed at the discretion of the Instructor**

Appendix I: Reading, Synthesizing, and Planning Assignments

I: Learning Objective

The reading synthesis is designed to build knowledge and skills related to the study of history including but not limited to: reading comprehension, interpretation and synthesis, critical thinking, time management and writing in standard English.

II. Directions

Each week a chapter or portions of multiple chapters will be assigned for students to read. After reading the assigned pages write a one-two page synthesis of the topics and information found in the textbook readings. Syntheses are not designed to be exhaustive, but to give a brief overview of what is being covered. Look at what the main ideas and topics are in the chapter when beginning to outline your summary.

In the same document, after finishing your synthesis, you will use the content from the reading to complete the following:

- Based on the reading, choose a standard from the assigned Social Studies TEK grade-level and write what standard you will be teaching for that week.
 - Assignment 1 & 2 Soc.St.-K-3 TEKS
 - Assignment 3 - 5 Soc.St.-Grade 4 TEKS
 - Assignment 6 - 9 Soc.St.-Grade 5 TEKS
 - Assignment 10& 11 Soc.St.-Grade 6 TEKS
- Using the chosen Social Studies TEK breakdown the standard. What are you expected to know (Nouns)? What are you expected to teach (Verbs)?
- Plan one lesson and activity based around the TEK and the reading.
 - In the lesson/activity answer how you will address multiple intelligences
 - In the lesson/activity answer how will you differentiate your instruction for all students learning needs.
 - In the lesson/activity how will you assess the TEK standard.
 - **Use only terms and activities from Kopp Teaching Social Studies Today Chapter 1, or subsequent chapters when planning your activity.**

III. Format

Complete your assignments in Microsoft Word. All pages to be 1.5 spaced, using 12pt Times New Roman or Cambria font.

- Your Name, Date, EDUA or EDSR 4310 and the assignment week need to be in the upper right-hand corner of the page.
- Original title for the synthesis on next line, centred
- Body of the synthesis
 - NO QUOTES FROM THE TEXTBOOK OR READINGS IN THE SYNTHESIS

- After synthesis, one hard return to leave a space between the synthesis and the activity
 - Social Studies TEK Standard
 - Social Studies TEK Lesson & Activity
 - Addressing Multiple Intelligences
 - Addressing Differentiation
 - Assessment of Activity

IV. Reading Syntheses Due Dates

- I – February 5th
- II – February 19th
- III – February 26th
- IV – March 5th
- V – March 19th
- VI – March 26th
- VII – April 2nd
- VIII – April 9th
- IX – April 16th
- X – April 23rd
- XI – April 30th

V. Reading Syntheses Grade Sheet

Assignment Grade Topics	Distinguished	Accomplished	Proficient	Developing
Evidence of Reading	2	1.5	1	0.5
Recognizes and Discusses Primary Themes of Reading	4	3	2	1
Recognizes and discusses impact of major historical figures	3	2	1	0.5
Evidence of Synthesis and Interpretation	3.5	2.5	1.5	0.5
Social Studies TEK Standard & Breakdown	5	3.5	2.5	1.5
Social Studies TEK Lesson & Activity	10	7.5	5	2.5
Addressed MI and Differentiation	5	3.5	2	1
Lesson & Activity Assessment	5	3.5	2	1
	37.5pts	27pts	17pts	8.5pts

Appendix II: Social Studies Methods Reflections

I: Learning Objective

The method reflections are designed to build knowledge and skills related to the teaching of social studies in the elementary setting including but not limited to: reading comprehension, interpretation and synthesis, critical thinking, time management and writing in standard English.

II. Directions

Each week a chapter from the primary textbook *Teaching Social Studies Today* will be assigned for students to read. After reading the assigned pages you will answer the assigned reflection questions based on the topics and information found in the reading. Reflections are not designed to be exhaustive, but to allow you to think, process, and reflection on what you have read.

REMEMBER: When answering the reflection questions, you must think about the question as if you were already a
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classroom teacher. Answer each reflection question in 300-400 words. One- or two-word answers will result in a grade of “0pts” for that week.

III. Format

Assignments must be completed in Microsoft Word. All pages to be 1.5 spaced, using 12pt Times New Roman or Cambria font.

- Your Name, Date, EDUA or EDSR 4310 and the assignment week need to be in the upper right-hand corner of the page.
- Reflection Week ___ on next line, centred
- Each Required Question Answered
- NO QUOTES FROM THE TEXTBOOK OR READINGS IN THE SUMMARY

Assignments must be saved in either .docx or .pdf format and submitted via Blackboard. Submissions in any other format will result in a grade of “0pts” for that week.

IV. Methods Reflections Due Dates

- I – January 29th
- II – February 5th
- III – February 19th
- IV – February 26th
- V – March 5th
- VI – March 19th
- VII – March 26th
- VIII – April 2nd
- IX – April 9th
- X – April 16th

V. Methods Reflections Grade Sheet

Assignment Grade Topics	Distinguished	Accomplished	Proficient	Developing
Evidence of Reading	5	3.75	2.5	1.25
Recognizes and Discusses Primary Components	10	7.5	5	2.5
Answers all components of the Reflection Question	10	7.5	5	2.5
	25pts	15.75pts	12.5pts	6.25pts

Appendix III: Content Study Digital Notebooks

I. Learning Objective

Social Studies content notebooks are designed to build knowledge and skills related to the study of social studies including, but not limited to: building historical knowledge, research skills, critical thinking, test preparation, time management and writing in standard English. Students on the Core EC-6 teacher certification track will use these notebooks as test preparation for the Social Studies portion of the TExES content exam.

II. Directions

- We will be building one content study notebook over the fifteen weeks of this class. Each week you will build a chapter to your notebook, using your reading synthesis and your readings in *The United States: A Brief Narrative History* to select 5 terms/people/places/things directly.
 - After selecting 5 terms/people/places/things
 - After identifying these you will need to define the terms/people/places/things IN YOUR OWN WORDS.
 - Next, you will be required to defend each choice and explain why your choices are important in that historical period.

- Finally, for each of your historical choices, find a picture.
- You will submit a total of 12 chapters over the semester.
- Grading will be based on quality, accuracy, content, and completion

III. Format

Notebooks need to be completed using the digital notebook template provided in BlackBoard..

- Building the Notebook
 - In the left-hand column will go your Key Date, Term, Historical Figure, Main Events, and Geographic Features.
 - Hit *enter* and underneath write your identification or definition of the date, event, figure, or feature. Remember this **MUST** be in your own words.
 - In the right-hand column will go your defence and explanation of why you chose that particular date, event, figure, or feature.
 - Again, hit *enter* and underneath explain why they are important in that particular historical period.
 - If an event, historical figure, or geographic feature you will need to find a picture or map and insert it below

IV. Submission Instructions

- Once you have completed the notebook for the unit save the notebook in the following format [Last Name_EDUA/EDSR 4310_Content Study Notebook]
- During Week 15, in Blackboard, you will go to the Content Study Notebook assignment in the unit and submit your notebook for grading.
- Notebooks will be submitted through SafeAssign to guard against plagiarism.

V. Due Dates

VI. Concise Historical Content Notebook Grade Sheet

Assignment Grade Topics	Distinguished	Accomplished	Proficient	Developing
Completion	5	3.75	2.5	1.25
Identification.	5	3.75	2.5	1.25
Explanation/Defense	5	3.75	2.5	1.25
Illustration	5	3.75	2.5	1.25
Formatting – Follows all directions	5	3.75	2.5	1.25
	25pts	18.75pts	12.5pts	6.25pts