

SUL ROSS STATE UNIVERSITY
Spring 2023

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Social Studies in the Classroom II

Course Description: *Social Studies in the Classroom II (3-0)*. This is the second 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.

| | |
|--|-------------------------------|
| Reading Synthesizing & Refresher Questions Assignment () | TEK/Lesson Plan Assignment () |
| Content Study Notebooks (1) | 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.

A. D. A. 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:**

Mrs. Fox and Mr. Marsh 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.
Mrs. Fox and Mr. Marsh will field any question on the course content
Mrs. Fox and Mr. Marsh will return assignments in a reasonable amount of time.
Mrs. Fox and Mr. Marsh will hold office hours and answer student e-mails on the course.

Lesson Structure:

Lectures: With each class period of the week there will be a lecture, introducing the main themes and topics of that lesson. Please note the bullet points contained on the lecture slides are an outline for you to use when taking notes. They are not a transcription of lecture itself.

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 & Refresher 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 reading from the Farmer textbooks you will critically think and answer refresher questions on the chapter or chapters read for the week. **Assignments Occur Weeks 1-8**

TEK/Lesson Plan Breakdown Assignments: Connecting content knowledge to the appropriate TEK Standard is critical for the social studies teacher. Each week you will be assigned a specific elementary grade TEK that you will use, in conjunction with that week's readings, to complete part of the lesson plan template. Each week will build on the parts of the lesson plan that you are completing, so that at the end of the semester you will be able to create a complete lesson plan for a social studies period in an elementary classroom. **Assignments occur Weeks 1-14 (See Appendix I for Complete Details)**

Concise Texas Historical Content Notebook: With Stephen's *Texas: A Historical Atlas* you will be reading and creating content notebook specific to Texas History. This will complement your United States content notebook from Social Studies I. Each week that the reading is from Stephen's you will compile a study notebook based on the assigned TEK for the TEK/Lesson Plan assignment. Using the assigned TEK as a guide, go through your reading from Stephens and select 10 terms/people/places/things directly related to the TEKS for your notebook. **Assignments occur Weeks 9-14 (See Appendix IV for Complete Details)**

Attendance & Participation: You are expected to attend, pay attention and actively participate in the course. This means completing the assigned readings, turning in assignments **ON TIME**, asking questions and participating in meetings. Please note that not turning assignments on time will lower your attendance & participation grade.

Grading Distribution:

| Assignment | Number | Points Ea. | Assignment Total Points |
|---|--------|------------|-------------------------|
| Social Studies Content Reading Synthesizing & Refresher Questions Assignments | 8 | 35 | 280 |
| Social Studies TEK/Lesson Plan Breakdown | 14 | 37.5 | 525 |
| Content Study Notebooks | 6 | 25 | 150 |
| Attendance & Participation | 1 | 45 | 45 |
| | | | 1000 points |

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 |

EDUA 4311 and EDSR 4311
Schedule of Lectures and Readings

2023 Spring Semester begins on Wednesday, January 18

| Assignment | Due Date | Check List |
|--|---|------------|
| <p>Unit I: Week 1: Jan. 18-30 Assignment 1: Readings: Farmer – <i>The American Revolution and the Birth of the USA (1740-1801)</i> Ch. 1 & 2, pg. 1-58 Refresher Questions -pg. 26, #5, 6, 7, 11 pg. 57, #1, 4, 8, 9 TEK Breakdown – 5th grade, 9B and 2A</p> | <p>Monday, January 30 by midnight</p> | |
| <p>Week 2: Jan. 31-Feb. 6 Assignment 2 Readings: Farmer – <i>The American Revolution and the Birth of the USA (1740-1801)</i> Ch. 3 & 4, pg. 59-106 Refresher Questions -pg. 75, #1,2,8,9 pg. 106, #1,6,7,10 Lesson Plan Breakdown- Use TEK: 5th grade, 2A</p> | <p>Monday, February 6 by midnight</p> | |
| <p>Week 3: Feb. 7-Feb. 13 Assignment 3 Readings: Farmer – <i>The American Revolution and the Birth of the USA (1740-1801)</i> Ch. 5 & 6, pg. 109-160 Refresher Questions -pg. 128, #2,3,5,7 pg. 160, #1,2,3,6 Lesson Plan Breakdown- Use TEK: 5th grade, 15A</p> | <p>Monday, February 13 by midnight</p> | |
| <p>Week 4: Feb. 14-Feb 20 Assignment 4 Readings: Farmer – <i>The American Revolution and the Birth of the USA (1740-1801)</i> Ch. 7, pg. 163-195 Assignments: Refresher Questions -pg. 195, #1,2,4,6,8,9,10,12 Lesson Plan Breakdown- Use TEK: 5th grade, 22A</p> | <p>Monday, February 20 by midnight</p> | |
| <p>Week 5: Feb. 21-Feb 27 Assignment 5 Readings: Farmer – <i>America: Civil War and Westward Expansion (1803-1890)</i> Ch. 1 & 2, pg. 1-64 Assignment: Refresher Questions: pg. 24, #4,5,6,9</p> | <p>Monday, February 27 by midnight</p> | |

| | | |
|--|---|--|
| pg. 62, #2, 3,5,11 Lesson Plan Breakdown- Use TEK: 5 th grade, 4D | | |
| Week 6: Feb 28-March 6 Assignment 6 Readings: Farmer – <i>America: Civil War and Westward Expansion (1803-1890)</i> Ch. 3 &4, pg. 65-110 Assignment: Refresher Questions: pg. 83, #3,4,8,10 pg. 111, #2, 4,7,9 Lesson Plan Breakdown – Use TEK: 1 st grade, 2A | Monday, March 6 by midnight | |
| Week 7: March 7-March 13 Assignment 7 Readings: Farmer – <i>America: Civil War and Westward Expansion (1803-1890)</i> Ch. 5 & 6, pg. 113-181 Assignment: Refresher Questions: pg. 140, #6,8,13,16 pg. 181, #1,2,6,8 Lesson Plan Breakdown- Use TEK: 5 th grade, 4E (focus on Civil War) | Monday, March 13 by midnight | |
| SPRING BREAK | March 13-17 | |
| Week 8: March 14-March 27 Assignment 8 Readings: Farmer – <i>America: Civil War and Westward Expansion (1803-1890)</i> Ch. 7 & 8, pg. 183-258 Assignment: Refresher Questions: pg. 224, #1,2,6,9 pg. 258, #1,2,9,10 Lesson Plan Breakdown- Use TEK: 5 th grade, 4E (focus on Reconstruction) | Monday, March 27 by midnight | |
| Week 9: March 28-Apr. 3 Assignment 9 Readings: <i>Stephens-Texas A Historic Atlas</i> pg. 3-69 Lesson Plan Breakdown- Use TEK: 4 th grade, 6A | Monday, April 3 by midnight | |
| Week 10: Apr. 4- Apr. 10 Assignment 10 Readings: <i>Stephens-Texas A Historic Atlas</i> pg. 70-121 Assignment: Lesson Plan Breakdown- Use TEK: 4 th grade, 3A | Monday, April 10 by midnight | |
| National Teacher of the Year Assignment Mandatory attendance by live-stream or in-person | Monday, April 17, 7pm- 8pm SRSU Fishbowl | |

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|---|---------------------------------|--|
| Week 11: Apr. 11-Apr. 17 Assignment 11 Readings: <i>Stephens-Texas A Historic Atlas</i> pg.122-161 Assignment: Lesson Plan Breakdown- Use TEK: 4 th grade, 3E | Monday, April 17 by midnight | |
| Week 12: Apr. 18-Apr. 24 Assignment 12 Readings: <i>Stephens-Texas A Historic Atlas</i> pg.162-207 Assignment: Lesson Plan Breakdown- Use TEK:4 th grade, 4A | Monday, April 24 by midnight | |
| Week 13: Apr. 25-May 1 Assignment 13 Readings: <i>Stephens-Texas A Historic Atlas</i> pg.208-267 Assignment: Lesson Plan Breakdown- Use TEK:4 th grade, 5B | Monday, May 1 by midnight | |
| Week 14: May 2-May 8 Assignment 14 Readings: <i>Stephens-Texas A Historic Atlas</i> pg.268-358 Assignment: Lesson Plan Breakdown- Use TEK: 4 th grade, 9B | Monday, May 8 by midnight | |
| Week 15: May 9- May15 Assignment 15 Assignment: Final: Final Lesson Plan – Scenario-Based | Monday, May 15 by midnight | |
| Semester Ends May 17 Graduation May 19 | | |

Appendix I: Reading, Synthesizing, and Refresher Questions

I: Learning Objective

Assignment 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.

I. Directions

Each week a chapter or multiple chapters from one of the two Farmer textbooks will be assigned for students to read. After carefully reading the assigned pages answer the assigned **Refresher** questions at the completion of each chapter.

II. Format

Assignments need to be completed in Microsoft Word. Times New Roman or Cambria 12 point font only.

- Your Name, Date, EDUA or EDSR 4311, the assignment week and page number where the questions are found need to be in the upper **RIGHT-hand** corner of the page.
- You will write both the original questions AND your answers.
 - Questions need to be in **BOLD**
 - Answers are not bolded.
- Questions must be numbered.
 - Each question must be numbered as they are in the book and on the syllabus.
- Double-space between questions.
- Answer each question separately in complete sentences.

III. Submission Instructions

- Once you have completed the Refresher questions for the assigned Reading, save your answers in the following format [Last Name_EDUA/EDSR 4311_Refresher Questions Week #].
- Save your answers in .docx or .pdf format ONLY.
 - Blackboard cannot read .pages documents. If you submit your assignment in a format that cannot be read by Blackboard you will not receive any points for that week.
- Submit your answers in Blackboard using the submission link for that week. The assignment and submission link will be found in that week's folder.
- Refresher Questions will be submitted through SafeAssign to guard against plagiarism.

IV. Grading Rubric

| Assignment Grade Topics | Distinguished | Accomplished | Proficient | Developing |
|--|---------------|-----------------|----------------|----------------|
| Evidence of Reading | 10 | 7.5 | 5 | 2.5 |
| Answers all elements of questions. | 10 | 7.5 | 5 | 2.5 |
| Evidence of Synthesis & Interpretation | 10 | 7.5 | 5 | 2.5 |
| Formatting – Follows all directions | 5 | 3.75 | 2.5 | 1.25 |
| | 35pts | 26.25pts | 17.5pts | 8.75pts |

Appendix II: TEK/Lesson Plan Breakdown Assignments

I. Learning Objective

Assignment is designed to build knowledge and skills related to:

- a. Understanding the social studies TEK standards;
- b. Building lesson plan components based on the standard Education Department Lesson Plan;
- c. Application of social studies knowledge in building lesson plans
- d. Reading comprehension, interpretation and synthesis, critical thinking, time management and writing in standard English

II. Directions

- a. Each week you will find a TEK/Lesson Plan Breakdown template attached to the assignment in the Weekly Folder in Blackboard.
- b. Each template will have an assigned TEK or TEK's that you will use for that week's assignment.
- c. In building each component of the lesson plan, you will be using content that comes from the readings for that week. Some weeks you will use more content from the readings than others.
 - i. Content must come from your assigned readings in either the Farmer or Stephen's textbooks.
 - ii. Lesson activities must be your own, not downloaded from Google, TeachersPayTeachers, or any other similar site.
 - iii. You are **ENCOURAGED** to look back and use ideas from *Teaching Social Studies Today* by Kathleen Kopp that you read and used in Social Studies I.
- d. Using the TEK and the content from your readings complete each lesson plan component, following the directions found on the template.
 - i. (Some components will not be used. Those components not used for that week, or in this class, will have a strikethrough the text.
 - ii. These components will be introduced either later in this class, or in one of the Teacher Education classes.
- e. Be specific as possible. A lesson plan details what you are covering, what your students are expected to learn, how your students will be learning, how you are accommodating and assessing your students.

III. Format

- a. Assignments need to be completed in Microsoft Word. Times New Roman or Cambria 12-point font only.
- b. The Lesson Plan template **MUST** be used.
 - i. Any assignment submitted that is not in the supplied lesson will receive an automatic zero for that week.
- c. Guides to certain components are found in blue writing. Add your text to the lesson plan component **AFTER** the guide text in blue.
- d. Components not used for that week's assignment will have a strikethrough the text.
- e. Complete each assigned component of the lesson plan.

IV. Submission Instructions

- a. Once you have completed the TEK/Lesson Plan Breakdown for the week, save your template in the following format [Last Name_EDUA/EDSR 4311_TEK-Lesson Plan Breakdown_Week #].
- b. Save your answers in .docx or .pdf format **ONLY**.
- c. Blackboard cannot read .pages documents. If you submit your assignment in a format that cannot be read by Blackboard you will not receive any points for that week.
- d. Submit your TEK/Lesson Plan breakdown in Blackboard using the submission link for that week. The assignment and submission link will be found in that week's folder. TEK/Lesson Plan Breakdowns will be submitted through SafeAssign to guard against plagiarism.

V. Grading Rubric

| Assignment Grade Topics | Distinguished | Accomplished | Proficient | Developing |
|---|----------------------|---------------------|-------------------|-------------------|
| Lesson plan components are aligned with TEKS and social studies competencies | 10 | 7.5 | 5 | 2.5 |
| Shows evidence of applying TEK standard and content knowledge to all assigned lesson plan components. | 10 | 7.5 | 5 | 2.5 |
| Learning Objective(s) are specific and measurable. | 7.5 | 5.625 | 3.75 | 1.875 |
| Understanding TEK Breakdown | 5 | 3.75 | 2.5 | 1.25 |
| Completes all assigned lesson plan components. | 3.5 | 2.625 | 1.75 | .875 |
| Formatting – Follows all directions | 2 | 1.5 | 1 | .5 |
| | 37.5pts | 28pts | 18.5pts | 9.5pts |

Appendix III: Concise Texas Historical 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

- a. From Week 9 to Week 14 you will be using Stephen's *Texas: A Historical Atlas* create a historical content notebook specific to Texas History. This will complement your United States content notebook from Social Studies I.
- b. Each week use the assigned TEK from the TEK/Lesson Plan assignment.
- c. Using the assigned TEK as a guide, go through your reading from Stephens and select 10 terms/people/places/things directly related to the TEKS for your notebook.
- d. After selecting 10 terms/people/places/things
 - i. After identifying these you will need to define the terms/people/places/things IN YOUR OWN WORDS.
 - ii. Next, you will be required to defend each choice and explain why your choices are important in that historical period.
 - iii. Finally, for each of your historical choices, find a picture.
 - iv. You will turn in a total of six notebooks from Week 9 to Week 14.

III. Format

- a. Notebooks need to be completed in Microsoft Word.
 - i. Setting up the Document
 1. Go to the **LAYOUT** tab and set your orientation to *Landscape*
 2. Go to the **INSERT** tab and click on *Insert Header* → *Blank*
 - a. Type in Your Name, EDUA or EDSR 4311, Content Study Notebook
 - b. Double-click in the main section of the document to close the Header
 3. Got to the **INSERT** tab and click on *Add a Table*.
 - a. Select 2x8 cells for your table and click to create the table.
 - b. You will need to add more cells as you work on the notebook. When you have the table selected two additional tabs will appear on the control ribbon under **TABLE TOOLS** – *Design and Layout*.
 - c. Click on *Layout* → *Insert Below* to add rows to the table as needed.
 - ii. Building the Notebook
 1. In the left-hand column will go your 10 terms/people/places/things.
 - a. Hit *enter* and underneath write your identification or definition of choice. Remember this **MUST** be in your own words.
 2. In the right-hand column will go your defense and explanation of why you chose that particular term/person/place/thing.
 - a. Again, hit *enter* and underneath explain why they are important in that particular historical period.
 - b. Add picture.

IV. Submission Instructions

- a. Once you have completed the notebook for the unit save the notebook in the following format [Last Name_EDUA/EDSR 4311_Content Study Notebook]
- b. During Weeks 9-14, in Blackboard, you will go to the Content Study Notebook assignment in the unit and submit your notebook for grading.
- c. Notebooks will be submitted through SafeAssign to guard against plagiarism.

V. Grading Rubric

| 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 |