

SUL ROSS STATE UNIVERSITY
Fall 2023

Caroline S. Fox
EDSR 4311 Sec W01
Web Delivered

Office Hours: By Arrangement
Office Phone: (432) 294-0768
E-mail: cfox667@sulross.edu

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.

Required Texts:

United States 1776-1992. Flagship History. Derrick Murphy, Kathryn Cooper, and Mark Waldron. London. Collins Educational. 2001. ISBN-13: 978-0007116218.

Available on the Internet Archive: <https://archive.org/details/unitedstates17760000murp>

Texas A Historical Atlas. A. Ray Stephens. University of Oklahoma Press. 2010. ISBN-13: 978-0806143071

Assignments:

Competency Analysis (14)	TEK/Lesson Plan Assignment (14)
Final Lesson Plan & Breakdown (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:

- Competency Analysis Assignments assess SLO's 1-3
- TEK/Lesson Plan Assignments assess SLO's 1-3
- Final Lesson Plan & Breakdown assesses SLO 1-3

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: EDSR 4311-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, such as the competency analysis and the lesson plan breakdowns contain containing writing intensive components. 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.

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 two assignments that you are asked to complete.

Social Studies Competency Analysis 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, understanding what you are required to know and teaching, and transferring what you know to your students in an accessible lesson takes practice. With the Competency Analysis Assignments, you will be aligning your reading against the Social Studies Standards/ Competencies/ Descriptor ID's found in the framework for the Cores Subjects EC-6 Social Studies Domain. **Assignments occur Weeks 1-14 (See Appendix I for Complete Details)**

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 II 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
Competency Analysis	14	25	350
Social Studies TEK/Lesson Plan Breakdown	13	38.5	500
Final Lesson Plan & Breakdown	1	125	125
Attendance & Participation	1	25	25
			1000 points

Grading Breakdown

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

EDSR 4311 | Schedule of Lectures and Readings

2023 Fall Semester begins on Wednesday 30 August

Assignment	Due Date	Lesson Plan Component	Check List
Unit I: Week 1: 30 Aug – 8 Sept Assignment 1: Readings: Murphy – <i>United States 1776-1992</i> Ch. 1, pg. 21-31 Competency Analysis 1 TEK Breakdown – 5 th grade, 2C (5.2C)	Friday 8 September by 11:59pm	TEK Breakdown/ Unpacking the TEKS	
Week 2: 11-15 September Assignment 2 Readings: Murphy – <i>United States 1776-1992</i> Ch. 2, pg. 32-58. Competency Analysis 2 Lesson Plan Breakdown- Use TEK: 5 th grade, 4C (5.4C)	Friday 15 September by 11:59pm	TEK Breakdown/ Unpacking the TEKS (One more time now)	
Week 3: 18-22 September Assignment 3 Readings: Murphy – <i>United States 1776-1992</i> Ch. 3, pg. 59-101. Competency Analysis 3 Lesson Plan Breakdown- Use TEK: 5 th grade, 4D (5.4D)	Friday September 22 by 11:59pm	Central Focus	
Week 4: September 25-29 Assignment 4 Readings: Murphy – <i>United States 1776-1992</i> Ch. 4, pg. 102-147 Assignments: Competency Analysis 4 Lesson Plan Breakdown- Use TEK: 5 th grade, 1A (5.1A)	Friday, September 29 by 11:59pm.	Academic Language	
Week 5: October 2-6 Assignment 5 Readings: Murphy – <i>United States 1776-1992</i> Ch. 5, pg. 148-180. Assignment: Competency Questions 5 Lesson Plan Breakdown- Use TEK: 5 th grade, 5A (5.5A)	Friday, October 6 by 11:59pm	Academic Supports for Students (i.e. Differentiation)	
Week 6: October 9-13 Assignment 6 Readings: Murphy – <i>United States 1776-1992</i> Ch. 6, pg. 181-207	Friday, October 13 by 11:59pm	Materials	

Assignment: Competency Analysis 6 Lesson Plan Breakdown – Use TEK: 5 th grade, 5C (5.5C)			
Week 7: October 16 - 20 Assignment 7 Readings: Murphy – <i>United States 1776-1992</i> Ch. 7, pg. 208-246 Assignment: Competency Analysis 7 Lesson Plan Breakdown- Use TEK: 5 th grade, 5A (5.5A)	Friday, October 20 by 11:59pm.	Classroom Management Strategies	
Week 8: October 23-27 Assignment 8 Readings: Murphy – <i>United States 1776-1992</i> Ch. 10 & 11, pg. 311-387 (Yes, you can do it.) Assignment: Competency Analysis 8 Lesson Plan Breakdown- Use TEK: 5 th grade, 5A (5.5A)	Friday, October 27 by 11:59pm	Assessment and Evaluation	
Week 9: October 30 – November 3 Assignment 9 Readings: <i>Stephens-Texas A Historic Atlas</i> pg. 3-69 Competency Analysis 9 Lesson Plan Breakdown- Use TEK: 4 th grade, 1B (4.1B)	Friday, November 3 by 11:59pm	Introduction to Lesson	
Week 10: November 6-10 Assignment 10 Readings: <i>Stephens-Texas A Historic Atlas</i> pg. 70-121 Assignment: Competency Analysis 10 Lesson Plan Breakdown- Use TEK: 4 th grade, 3A (4.3A)	Dydd Gwener, November 10 by 11:59pm	Body of Lesson	
Week 11: November 13-17 Assignment 11 Readings: <i>Stephens-Texas A Historic Atlas</i> pg.122-161 Assignment: Competency Analysis 11 Lesson Plan Breakdown- Use TEK: 4 th grade, 3E (4.3E)	Friday, November 17 by 11:59pm	Closure of Lesson	
Week 12: November 20-24 Assignment 12 Readings: <i>Stephens-Texas A Historic Atlas</i> pg.162-207 Assignment:	Friday, November 24 by 11:59pm	All Together Now – Full Lesson Plan	

Competency Analysis 12 Lesson Plan Breakdown- Use TEK:4 th grade, 4A (4.4A)			
Week 13: November 27 – December 1 Assignment 13 Readings: <i>Stephens-Texas A Historic Atlas</i> pg.208-267 Assignment: Competency Analysis 13 Lesson Plan Breakdown- Use TEK:4 th grade, 5B (4.5B)	Friday, December 1 by 11:59pm	Full Lesson Plan	
Week 14: December 4 - 6 Assignment 14 Readings: <i>Stephens-Texas A Historic Atlas</i> pg.268-358 Assignment: Competency Analysis 14 Final Lesson Plan Breakdown- Use TEK: 4 th grade, 9B (4.9B)	Friday, December 8 by 11:59pm	Final-Full Lesson Plan	
Week 15: December 11-13 Final Exams	Wednesday, December 13	You're Done!	
Semester Ends December 14 Graduation December 15			

Appendix I: Competency Analysis

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, knowledge and understanding of Social Studies standards.

I. Directions

- Each week a chapter or multiple chapters from either Murphy *United States 1776-1992* or Stephens *Texas: A Historical Atlas* will be assigned for students to read.
 - After carefully reading the assigned pages (twice), you will complete an analysis of the reading against the social studies standards/domains/competencies/descriptor id's found in the examination framework on the Pearson Texas certification website.
 - Access the Social Studies Competencies here:
https://www.tx.nesinc.com/Content/StudyGuide/TX_SG_obj_391.htm#III
- There are 5 Competencies in the Social Studies Domain
 - Social Science Instruction (Comp 001)
 - History (Comp 002)
 - Geography & Culture (Comp 003)
 - Economics (Comp 004)
 - Government & Citizenship (Comp 005)
- Each competency has multiple “Descriptor ID’s” labelled with the letters of the alphabet (A, B, C etc.).
- For each competency, choose a “Descriptor ID” that aligns with the Chapter reading you completed for the week
- Write the exact Competency and the “Descriptor ID” chosen from the competency in your assignment document.
 - For each “Descriptor ID” chosen, directly quote from the textbook the part of the reading that aligns with the “Descriptor ID.”
 - With each quote you **MUST** provide citation information including page numbers to justify your choice.

II. Format

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

- Your Name, Date, EDSR 4311, the assignment week need to be in the upper **RIGHT-HAND** corner of the page.
- Label each Competency and “Descriptor ID” numerically.
- Write the full competency and the descriptor id.
 - Competencies & Descriptor ID’s need to be in **BOLD**
 - Textbook Quotations are not bolded.
- Quotations must be numbered.
 - Each quotation must be numbered with the competency and descriptor id.
- Quotations must be cited using Turabian Bibliography Style Citation
- Double-space between Quotations.

II. Submission Instructions

- Once you have completed the Refresher questions for the assigned Reading, save your answers in the following format [Last Name_EDSR 4311_Compentency Analysis_#].
- 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.

III. Grading Rubric

Assignment Grade Topics	Distinguished	Accomplished	Proficient	Developing
Evidence of Reading	5	3.75	2.5	1.25
Answers all elements of questions.	10	7.5	5	2.5
Evidence of Synthesis & Interpretation	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

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	3	1.5	1	.5
	38.5pts	28pts	18.5pts	9.5pts