




Syllabus | ED4311 Social Studies in the Classroom II

FALL 2025: August 25, 2025 – December 10, 2025

<p>Cynde Wadley, Ed.D. Adjunct Professor cynthia.wadley@sulross.edu 325-829-4085 (Cell)</p>		<p>Virtual Office Hours</p> <p>W/TH/F 5:00 p.m. – 9:00 p.m. (Alpine, CST) W/TH/F 4:00 p.m. – 8:00 p.m. (El Paso, MST)</p> <p>If the above times are inconvenient, please don't hesitate to contact me to set up an alternative time, and we will meet via Teams.</p>
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SOCIAL STUDIES IN THE CLASSROOM II

This course meets every Tuesday from 7:00 pm – 9:00 pm Central and 6:00 pm – 8:00 pm Mountain (Students are expected to attend class each week, actively participate with cameras on.)

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, culture, socioeconomic systems, historical inquiry, curricula, instructional materials, and assessment and evaluation.

Required Texts

- Corbett, P. S., Janssen, V., Lund, J. M., Pfannestiel, T., & Waskiewicz, T. (2021). U.S. History. Houston: OpenStax-Rice University. ISBN: 978-1938168369. Free online: <https://openstax.org/books/us-history/pages/1-introduction> Free PDF: <https://bit.ly/4aKbtfo>
- Stephens, A. R. (2010). Texas: A Historical Atlas. Norman: University of Oklahoma Press. ISBN: 978-0806143071
- Johnson, E., & Ramos, E. (2020). The Social Studies Teacher's Toolbox: Hundreds of Practical Ideas to Support Your Students. Jossey-Bass/Wiley.

Course Learning Outcomes (CLOs)

By the end of the course, candidates will be able to:

- Align** Social Studies TEKS and national frameworks to units, lessons, and daily objectives with clear success criteria. (*maps to SLO 1, 3*)
- Select, justify, and implement** evidence-based strategies (vocabulary, reading/writing to learn, inquiry, image/primary-source analysis, discussion) for **diverse learners**. (*SLO 2*)

3. **Design, administer, and analyze** formative/summative assessments and **use data to adapt instruction** (including TEKS vertical alignment and competency analyses). *(SLO 3)*
4. **Develop a comprehensive classroom management plan** embedded in lesson design (routines, transitions, discussion norms, materials). *(SLO 4)*
5. **Curate and evaluate** instructional materials (textbook, OpenStax U.S. History, Texas Atlas, primary/secondary sources) for accuracy, accessibility, and inquiry value. *(SLO 1, 2)*
6. **Communicate instructional decisions and assessment findings** to families/colleagues and **reflect** using an interactive notebook to improve practice. *(SLO 1–4)*

Student Learning Outcomes (SLOs)

SLO 1:

Design and deliver comprehensive lesson plans that align with state and national learning standards, incorporate differentiated instruction, and demonstrate effective teaching strategies.

- Measured by: rubric-based evaluation of submitted lesson plans and observed teaching demonstrations.

SLO 2:

Identify, explain, and apply a variety of evidence-based instructional strategies to support diverse learners.

- Measured by: lesson plan development, peer teaching activities, and reflective analysis assignments.

SLO 3:

Design, implement, and analyze a variety of formative and summative assessments aligned with learning objectives, using data to inform instructional decisions and support diverse learners.

- Measured by: assessment design tasks, Competency Analysis assignments, and lesson plan components.

SLO 4:

Demonstrate knowledge of effective classroom management principles by designing a comprehensive classroom management plan.

- Measured by: lesson plan breakdowns, classroom management assignment(s), and the final lesson plan project.

Assessment of SLOs

- TEK Vertical Alignment Deep Dive Assignments → Assess SLOs 2 & 3
- Competency Analysis Assignments → Assess SLOs 2 & 3
- TEK/Lesson Plan Breakdown Assignments → Assess SLOs 1, 2, 3, & 4
- Final Lesson Plan & Breakdown → Assesses SLOs 1–4
- Interactive Notebook & Reflection → Supports SLOs 2 & 3
- Classroom Management Component → Directly assesses SLO 4

TExES Standards

Students seeking teacher certification in Core Subjects EC–6 or History/Social Studies 7–12 will address the following standards:

- Core Subjects EC–6 / 4–8: Social Studies Standards IV, V, VII & IX

University and Course Policies

ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartz@sulross.edu or ronnie.harris@sulross.edu. INT students can also contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

Counseling

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/365 support by visiting [Timelycare/SRSU](https://www.timelycare.com/sulross). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

Library Information

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu/. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu. Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

Student Responsibilities Statement

All full-time and part-time students are responsible for familiarizing themselves with the Student Handbook and the Undergraduate & Graduate Catalog and for abiding by the University rules and regulations. Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in

web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Use of Generative Artificial Intelligence (AI)

The student should fully prepare all assignments. Developing strong competencies in the skills associated with this course, from student-based brainstorming to project development, will prepare you for success in your degree pathway and, ultimately, a competitive career. Therefore, the use of generative AI tools to complete any aspect of assignments for this course are not permitted and will be treated as plagiarism. If you have questions about what constitutes a violation of this statement, please do not hesitate to contact me.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as 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. Students should also avoid using open AI sources unless permission is expressly given for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

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.

Supportive Statement

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

Assignments Overview

- Social Studies TEK Vertical Alignment Deep Dive (7)
- Social Studies Competency Analysis (7)
- TEK/Lesson Plan Breakdown (14)

- Final Lesson Plan & Breakdown (1)
- Interactive Notebook (Weekly + Final Reflection)
- Attendance & Participation

EDSR/EDUA 4311 | Schedule of Lectures and Readings

2025 Fall Semester begins on Monday, August 25, 2025 *USE THE TABLE OF CONTENTS IN THE TEXT FOR PAGE NUMBERS			
Assignment	Due Date	Lesson Plan Component	Check List
Week I: Week 1: August 25 – August 31 Assignment 1: Readings: US History Openstax Ch. 1 Intro, Sec. 1.1, 1.3, Summary Ch. 2 Intro, Sec. 2.4, Summary Ch 3 Intro, 3.3, 3.4, Summary Ch. 4 Intro, 4.3, 4.4, 4.5, Summary Readings: <i>The Social Studies Teacher's Toolbox</i> Chapter 21 Getting the Most from your Textbook Assignments: Interactive Notebook: Setting Up (Complete in Class) TEK Analysis 1 TEK Breakdown – 5.1A	Sunday, August 31 st by 11:59 pm	TEK Breakdown/ Unpacking the TEKS	
Week 2: September 1 – September 7 Assignment 2 Readings: US History Openstax Ch.5 Intro, 5.3, 5.4, 5.5, Summary Ch.6 Intro, 6.2, 6.3, 6.4, Summary Ch.7 Intro, 7.1, 7.4, Summary Ch.8 Intro, 8.2, 8.4, Summary Readings: <i>The Social Studies Teacher's Toolbox</i> Chapter 1 Vocabulary Chapter 9 Genre Study Assignments: Interactive Notebook: Supporting Students in Reading in Social Studies TEK Analysis 2 TEK Breakdown- Use TEK: 5.2A	Sunday, September 7 th by 11:59 pm	TEK Breakdown/ Unpacking the TEKS (One more time now)	
Week 3: September 8 – September 14 Assignment 3 Readings: US History Openstax Ch.9 Intro, 9.1, 9.3, Summary Ch.10 Intro, 10.2, 10.4, Summary Ch.11 Intro, 11.1, 11.2, Summary Ch.12 Intro, 12.1, Summary Readings: <i>The Social Studies Teacher's Toolbox</i>	September 14 th by 11:59 pm	Central Focus	

Chapter 2 Reading Strategies Chapter 3 Read-Aloud Protocol Assignments: Interactive Notebook: Supporting students with Reading in the Social Studies Classroom TEK Analysis 3 Lesson Plan Breakdown- Use TEK: 5.4C			
Week 4: September 15 – September 21 Assignment 4 Readings: US History Openstax Ch.13 Intro, 13.5, Summary Ch.14 Intro, 14.1, 14.4, Summary Ch.15 Intro, 15.1, 15.4, Summary Ch.16 Intro, 16.1, 16.3, Summary Readings: <i>The Social Studies Teacher's Toolbox</i> Chapter 4 Thematic Data Sets Chapter 5 Writing in Social Studies Assignments: Interactive Notebook: Thematic Data Sets and Writing in Social Studies TEK Analysis 4 Lesson Plan Breakdown- Use TEK: 5.4D	September 21 st by 11:59 pm.	Central Focus (again)	
Week 5: September 22 - 28 Assignment 5 Readings: US History Openstax Ch.17 Intro, 17.1, 17.2, Summary Ch.18 Intro, 18.2, 18.3, Summary Ch. 19 Intro, 19.1, 19.2, Summary Ch. 20 Intro, 20.1, 20.4 Summary Readings: <i>The Social Studies Teacher's Toolbox</i> Chapter 6 Mnemonics Chapter 7 Timelines Revisited Assignments: Interactive Notebook: Mnemonics Resources and Timeline Resources TEK Analysis 5 Lesson Plan Breakdown- Use TEK: 5.12C	Sunday, September 28 th by 11:59 pm	Academic Language	
Week 6: September 29 – October 5 Assignment 6 Readings: US History Openstax Ch.21 Intro, 21.1, 21.3, Summary Ch.22 Intro, 22.2, 22.4, Summary Ch.23 Intro, 23.1, 23.2, 23.3, 23.4, 23.5, Sum. Ch. 24 Intro, 24.1, Summary Readings: <i>The Social Studies Teacher's Toolbox</i>	Sunday, October 5 th by 11:59 pm	Materials	

Chapter 8 Current Event Case Study Chapter 10 Concept Attainment <u>Assignments:</u> Interactive Notebook: Current Event Case Study Resources and Concept Attainment TEK Analysis 6 Lesson Plan Breakdown –Use TEK: 5.5A (WWI)			
Week 7: 2 October 6 - 12 Assignment 7 Readings: US History Openstax Ch. 25 Intro, 25.1, 25.3, Summary Ch. 26 Intro, 26.2, 26.3, Summary Ch. 27 Intro, 27.1, 27.2, 27.3, 27.4, Summary Ch. 28 Intro, 28.1, 28.2, 28.3, 28.5, Summary Readings: <i>The Social Studies Teacher's Toolbox</i> Chapter 11 Analysis Tools Chapter 12 Image Analysis <u>Assignments:</u> Interactive Notebook: Analysis Tool Resources and Image Resources TEK Analysis 7 Lesson Plan Breakdown- Use TEK: 5.5A (WWII)	Sunday, October 12 th by 11:59 pm.	Classroom Management Strategies	
Week 8: October 13 - 19 Assignment 8 US History Openstax Ch. 29 Intro, 29.1, 29.2, 29.3, 29.4, Summary Ch. 30 Intro, 30.1, 30.2, 30.3, Summary Ch. 31 Intro, 31.1, 3.2, Summary Ch. 32 Intro, 32. 1, 32. 2, 32.3, Summary <u>Assignments:</u> Interactive Notebook: Primary and Secondary Resources TEK Analysis 8 Readings: <i>The Social Studies Teacher's Toolbox</i> Chapter 13 Analysis of Primary Sources Lesson Plan Breakdown- Use TEK: 5.5B	Sunday, October 19 th by 11:59 pm	Assessment and Evaluation	
Week 9: October 20 - 26 Assignment 9 Readings: <i>Stephens-Texas A Historic Atlas</i> pg. 3-69 Readings: <i>The Social Studies Teacher's Toolbox</i> Chapter 14 Synthesis Charts <u>Assignments:</u> Interactive Notebook: Synthesis Charts Competency Analysis 9 Lesson Plan Breakdown- Use TEK: 4th Grade 4.1B	Sunday, October 26 th by 11:59 pm	Introduction to Lesson	

Week 10: October 27 – November 2 Assignment 10 Readings: <i>Stephens-Texas A Historic Atlas</i> pg. 70-121 Readings: <i>The Social Studies Teacher's Toolbox</i> Chapter 15 Listening and Speaking Activities Chapter 16 Discussions Assignments: Interactive Notebook: Listening and Speaking Activities and Discussion Tools Assignment: Competency Analysis 10 Lesson Plan Breakdown- Use TEK: 4 th grade, 4.3A (Annexation)	Sunday, November 2 nd by 11:59 pm	Body of Lesson	
Week 11: November 3 -9 Assignment 11 Readings: <i>Stephens-Texas A Historic Atlas</i> pg.122-161 Readings: <i>The Social Studies Teacher's Toolbox</i> Chapter 17 Project-Based Learning Assignments: Interactive Notebook: Resources for Project-Based Learning Competency Analysis 11 Lesson Plan Breakdown- Use TEK: (4.3E)	Sunday, November 9 th by 11:59 pm	Closure of Lesson	
Week 12: November 10 - 16 Assignment 12 Readings: <i>Stephens-Texas A Historic Atlas</i> pg.162-207 Readings: <i>The Social Studies Teacher's Toolbox</i> Chapter 18 Culturally Responsive Teaching Assignments: Interactive Notebook: Culturally Responsive Resources Competency Analysis 12 Lesson Plan Breakdown- Use TEK:4 th grade (4.4A)	Sunday, November 16 th by 11:59 pm	All Together Now – Full Lesson Plan	
Week 13: November 17 – 23 Assignment 13 Readings: <i>Stephens-Texas A Historic Atlas</i> pg.208-267 Readings: <i>The Social Studies Teacher's Toolbox</i> Chapter 19 Social and Emotional Learning Assignments: Interactive Notebook: Social and Emotional Learning Tools for the Classroom Competency Analysis 13 Lesson Plan Breakdown-	Monday, November 23 rd by 11:59 pm	Full Lesson Plan	

Use TEK:4 th grade (4.5B)			
Week 14: November 24 – November 30 Assignment 14 Readings: <i>Stephens-Texas A Historic Atlas</i> pg.268-358 Readings: <i>The Social Studies Teacher's Toolbox</i> Chapter 20 Assessment <u>Assignments:</u> Interactive Notebook: Assessment Resources Competency Analysis 14 Final Lesson Plan Breakdown- Use TEK: 4th grade (4.9B)	Sunday, November 30 th by 11:59 pm	Final-Full Lesson Plan	
Week 15: December 1 – December 10 Final Exam	Sunday, December 7 th by 11:59 pm	You're Done!	

This syllabus is a guide for the course and is subject to change at the discretion of the instructor. Any changes will be communicated in a timely manner.

EDSR/EDUA 4311: Grading Breakdown with Interactive Notebook

The following grading breakdown reflects the assessment structure for the Fall 2025 semester. In addition to TEKS analysis and lesson plan development, students are expected to complete and maintain an Interactive Notebook each week to support professional reflection and instructional planning.

Assignment Category	Quantity	Points Each	Total Points
SS TEK Vertical Alignment Deep-Dive	7	25	175
SS TEKS/Competency Analysis	7	25	175
Social Studies TEK/Lesson Plan Breakdown	13	38.5	500
Final Lesson Plan & Breakdown	1	125	125
Interactive Notebook (Weekly)	14	5	70
Interactive Notebook (Final Submission & Reflection)	1	30	30
Attendance & Participation	1	25	25
TOTAL			1100

Final Grade Breakdown (Based on 1100 Points)

Final letter grades will be determined based on the total points earned out of 1100 possible points. The breakdown below outlines the percentage ranges and corresponding letter grades.

Total Points Earned	Final Grade
990 – 1100	A
880 – 989	B
770 – 879	C
660 – 769	D
Below 660	F

Texas Administrative Code

§228.57. Educator Preparation Curriculum.

- (a) The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).
- (b) The curriculum for each educator preparation program (EPP) shall rely on scientifically based research to ensure educator effectiveness and include opportunities for candidate practice in increasingly more authentic and developmentally rigorous ways, including analysis, representations, and enactments of instructional pedagogies and opportunities to receive feedback and adjust practice during coursework, training and field-based and clinical experiences.
- (c) The following subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class:
 - (1) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics) as well as Chapter 249, Subchapter B, of this title (relating to Enforcement Actions and Guidelines), which include:
 - (A) professional ethical conduct, practices, and performance;
 - (B) ethical conduct toward professional colleagues; and (C) ethical conduct toward students;
 - (2) instruction in detection and education of students with dyslexia by an approved provider as indicated in Texas Education Code (TEC), §21.044(b);
 - (3) instruction regarding mental health, substance abuse, and youth suicide, as indicated in TEC, §21.044(c)
 - 1). Instruction acquired from the list of recommended best practice-based programs or from an accredited institution of higher education or an alternative certification program as part of a degree plan shall be implemented as required by the provider of the best practice-based program or research-based practice;
 - (4) the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for all students in this state, including students with disabilities;
 - (5) the importance of building strong classroom management skills;
 - (6) the framework in this state for teacher and principal evaluation;
 - (7) appropriate relationships, boundaries, and communications between educators and students;
 - (8) instruction in digital learning, virtual instruction, and virtual learning, as defined in TEC, §21.001, including a digital literacy evaluation followed by a prescribed digital learning curriculum. The instruction required must:
 - (A) be aligned with the latest version of the International Society for Technology in Education's (ISTE) standards as appears on the ISTE website;
 - (B) provide effective, evidence-based strategies to determine a person's degree of digital literacy;
 - (C) cover best practices in:
 - (i) assessing students receiving virtual instruction, based on academic progress; and
 - (ii) developing a virtual learning curriculum; and
 - (D) include resources to address any deficiencies identified by the digital literacy evaluation;

(9) instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive instructional practices, as required under TEC §21.044(a-1)(1)-(3); and

(10) instruction in the open education resources instructional materials included on the list of approved instructional materials maintained by the State Board for Education under TEC, §31.022, in each subject area and grade level covered by the candidate's certification category, as required under TEC, §21.044(a-1)(4). A preparation program may not include instruction on the use of instructional materials that incorporate the method of three-cueing, as defined by TEC, §28.0062(a-1), into foundational skills reading instruction, as required under TEC, §21.044(h).

(d) The following subject matter shall be included in the curriculum for candidates seeking initial certification in the classroom teacher certification class:

(1) the relevant TEKS, including the English Language Proficiency Standards;

(2) reading instruction, including instruction that improves students' content-area literacy;

(3) for certificates that include early childhood and prekindergarten, the Prekindergarten Guidelines; and

(4) the skills and competencies as prescribed in Chapter 235 of this title (relating to Classroom Teacher Certification Standards) and captured in the Texas teacher standards in Chapter 149, Subchapter AA, of Part 2 of this title (relating to Teacher Standards).

(e) The following educator content standards from Chapter 235 of this title shall be included in the curriculum for candidates who hold a valid standard, provisional, or one-year classroom teacher certificate specified in §230.31 of this title (relating to Types of Certificates) in a certificate category that allows the candidates who are seeking the Early Childhood: Prekindergarten-Grade 3 certificate to teach all subjects in Prekindergarten, Kindergarten, Grade 1, Grade 2, or Grade 3:

(1) child development provisions of the Early Childhood: Prekindergarten-Grade 3 Content Standards;

(2) Early Childhood-Grade 3 Pedagogy and Professional Responsibilities Standards; and

(3) Science of Teaching Reading Standards. (f) For candidates seeking certification in the Principal certification class, the curriculum shall also include the skills and competencies captured in the Texas administrator standards, as indicated in Chapter 149, Subchapter BB, of Part 2 of this title (relating to Administrator Standards).

19 TAC §228.30(b): The curriculum is research-based. TEA Evidence: Syllabi/course outlines with bibliographies/references.

References

- Corbett, P. S., Janssen, V., Lund, J. M., Pfannestiel, T., & Waskiewicz, T. (2021). *U.S. history*. Houston, TX: OpenStax, Rice University. <https://openstax.org/books/us-history/pages/1-introduction>
- Johnson, E., & Ramos, E. (2020). *The social studies teacher's toolbox: Hundreds of practical ideas to support your students*. San Francisco, CA: Jossey-Bass/Wiley.
- Kopp, K. (2012). *Teaching social studies today*. Huntington Beach, CA: Shell Education.
- Stephens, A. R. (2010). *Texas: A historical atlas*. Norman, OK: University of Oklahoma Press.
- Texas Administrative Code. (2024). *19 TAC §228.30 – Educator preparation curriculum; 19 TAC §228.57 – Educator preparation curriculum research basis*. Texas State Board for Educator Certification. <https://tea.texas.gov>
- Sul Ross State University. (2025). *Bryan Wildenthal Memorial Library and Archives of the Big Bend*. Alpine, TX: Sul Ross State University. Retrieved from <https://library.sulross.edu>
- TimelyCare. (2025). *Counseling and accessibility services at Sul Ross State University*. Retrieved from <https://timelycare.com/srsu>

Appendix I: TEK Vertical Alignment Deep-Dive

I. Learning Objective

This assignment is designed to strengthen your understanding of the Texas Social Studies TEKS (Kindergarten through Grade 6). By completing this activity, you will:

- Build skills in reading comprehension, interpretation, and synthesis.
- Analyze how TEKS strands develop across grade levels (vertical alignment).
- Apply critical thinking using Bloom's Taxonomy to examine rigor and progression.
- Demonstrate academic writing skills in standard English.
- Develop knowledge of Social Studies standards for classroom application.

II. Directions

1. Weekly Strand Focus

Each week, one content knowledge strand (History, Geography, Economics, Government, Citizenship, Culture, or Science/Technology/Society) from the Social Studies TEKS will be assigned.

- Access the complete Social Studies TEKS here:

[Social Studies Texas Essential Knowledge and Skills \(TEKS\)](#)
[Lead4ward TEKS](#)

2. Knowledge vs. Skills

- The Social Studies TEKS include eight strands:

- History
- Geography
- Economics
- Government
- Citizenship
- Culture
- Science, Technology, & Society
- Social Studies Skills

For this assignment, the focus will be on content knowledge strands. You may reference

Social Studies Skills when relevant, but the primary emphasis is on analyzing how knowledge TEKS progress across grade levels.

3. Assignment Requirements

- Read the selected strand for each grade level (Kindergarten–Grade 6) carefully.
- Answer all Vertical Alignment Analysis Questions (see Section III).
- Responses must use complete sentences. One-word or incomplete answers will not be accepted and will result in a score of 0 for that week.

III. Vertical Alignment Analysis Questions

1. What concepts, events, people, or ideas are common across multiple grade-level TEKS?
2. How do these concepts, events, people, or ideas build on each other in content, rigor,

- and application to Bloom's Taxonomy?
3. Which concepts, events, people, or ideas are unique to only one or two grade-level TEKS?

IV. Format

- Assignments must be completed in Microsoft Word using Times New Roman or Cambria, 12-point font.
 - Place Your Name, Date, Course (EDSR 4311), and Assignment Week in the upper right-hand corner of the page.
 - Title your assignment as follows: Social Studies Vertical Alignment K–6: [Insert Strand Name] Example: Social Studies Vertical Alignment K–6: History
 - At the beginning of your paper, write the full TEKS strand name you are analyzing.
 - Number and answer each analysis question clearly.
 - Double-space your document.

V. Submission Instructions

- Save your assignment in the following format: [Last - Acceptable file formats: .docx or .pdf only.
- Blackboard cannot read .pages files. Submissions in an unreadable format will receive a 0 for that week.
- Submit your completed assignment in Blackboard using the submission link for that week's folder.
- Assignments will be submitted through SafeAssign to ensure originality and guard against plagiarism.
-

VI. Grading Rubric (25 points total)

Assignment Criteria	Distinguished (Full Points)	Accomplished	Proficient	Developing
Evidence of Reading the TEKS	2.5	2	1.5	1
Accurate Comparison of K–6 TEKS Knowledge & Skills	7.5	6	4.5	3
Understanding of Vertical Alignment (connections across grade levels)	7.5	6	4.5	3
Answers All Elements of Questions	5	3.75	2.5	1.25
Formatting & Directions (clarity, grammar, correct structure)	2.5	2	1.5	1
Total Points Possible	25 pts	20 pts	14 pts	9 pts

Appendix II: Competency Analysis

I. Learning Objective

- This 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 and analysis
 - Time management and academic responsibility
 - Writing in standard English
 - Knowledge and understanding of Social Studies standards

II. Directions

1. Weekly Readings
 - a. Each week, chapters (or multiple chapters) from either Corbett et al., U.S. History or Stephens, *Texas: A Historical Atlas* will be assigned for students to read.
 - b. After carefully reading the assigned pages (twice), complete an analysis of the reading against the Social Studies standards/domains/competencies/descriptor IDs found in the examination framework on the Pearson Texas certification website.
 - c. Access the Social Studies Competencies here:
[Social Studies Exam Competencies](#)
There are five competencies in the Social Studies Domain:
 - i. Competency 001: Social Science Instruction
 - ii. Competency 002: History
 - iii. Competency 003: Geography & Culture
 - iv. Competency 004: Economics
 - v. Competency 005: Government & Citizenship
- **Assignment Requirements**
For each competency, choose one Descriptor ID that aligns with the weekly chapter reading.
 - Write the full competency and the Descriptor ID in your assignment document.
 - For each Descriptor ID chosen:
 - Directly quote from the textbook the portion of the reading that aligns with the descriptor.
 - Provide proper citation information, including page numbers, to justify your choice.

III. Format

Assignments must be completed in Microsoft Word using Times New Roman or Cambria, 12-point font.

- Place Your Name, Date, Course (EDSR 4311), and Assignment Week in the upper right-hand corner of the page.
- Label each Competency and Descriptor ID numerically (e.g., Competency 002, Descriptor B).
- Write the full competency and descriptor ID in bold.
- Quotations from the textbook should not be bolded.
- Each quotation must be numbered to match its competency and descriptor ID.
- Citations should follow Turabian style (Notes and Bibliography) with page numbers included.
- Double-space the assignment text.

Example Entry:

Competency 002 – History, Descriptor C

“Quoted textbook passage here.” (Corbett et al., U.S. History, p. 45).

IV. Submission Instructions

- After completing the Refresher Questions for the assigned reading, save your file in the following format:
 - [Last Name_EDSR4311_CompetencyAnalysis_Week#]
Acceptable file formats: .docx or .pdf only.
 - Blackboard cannot read .pages documents. Submitting an unreadable file will result in zero points for that week.
 - Submit your completed assignment in Blackboard using the submission link located in that week’s folder.
 - Refresher Questions will be submitted through SafeAssign to guard against plagiarism.
 -

V. Grading Rubric (25 points total)

Assignment Criteria	Distinguished (Full Points)	Accomplished	Proficient	Developing
Evidence of Reading (textual references and accuracy)	5	3.75	2.5	1.25
Answers All Elements of Questions (completeness, alignment to standards)	10	7.5	5	2.5
Evidence of Synthesis & Interpretation (critical thinking, historical analysis)	5	3.75	2.5	1.25
Writing & Formatting (clarity, grammar, Turabian citation, follows directions)	5	3.75	2.5	1.25
Total Points Possible	25 pts	18.75 pts	12.5 pts	6.25 pts

Appendix III: TEK/Lesson Plan Breakdown Assignments

I. Learning Objective

This assignment is designed to build knowledge and skills related to:

- Understanding the Social Studies TEKS standards
- Building lesson plan components based on the standard Education Department lesson plan model
- Applying social studies knowledge to lesson plan design
- Strengthening reading comprehension, interpretation, synthesis, critical thinking, time management, and writing in standard English

II. Directions

1. Weekly Templates
 - a. Each week, a TEK/Lesson Plan Breakdown template will be attached to the assignment in the Weekly Folder in Blackboard.
2. Each template will list the assigned TEK(s) for that week.
3. Use of Readings
 - a. In building each lesson plan component, you must use content from the assigned weekly readings (Farmer or Stephens textbooks).
 - b. Lesson activities must be your original work. Assignments may not use materials downloaded from Google, Teachers Pay Teachers, or other sites.
4. You are encouraged to reference strategies and ideas from Teaching Social Studies Today by Kathleen Kopp (used in Social Studies I).
5. Lesson Plan Components
 - a. Follow the directions provided on the template to complete each component of the lesson plan.
 - b. Some components will not be used in this class; these will be shown with strikethrough text on the template. These unused components will be introduced later in this class or in future Teacher Education courses.
 - c. Be as specific as possible. A lesson plan must clearly detail:
 - What content is being covered
 - What students are expected to learn
 - How students will learn the material
 - How you will accommodate diverse learners
 - How you will assess student learning

III. Format

Assignments must be completed in Microsoft Word using Times New Roman or Cambria, 12-point font.

- The Lesson Plan Template must be used.
 - Any assignment not submitted in the supplied template will receive an automatic score of 0 for that week.
 - Directions and guides are provided in blue text within the template. Add your responses after the blue text in each component.
 - Components not assigned for that week must remain with strike-through text visible.
 - Complete all assigned lesson plan components fully and in detail.

IV. Submission Instructions

- Save your file in the following format:
[Last Name_EDUA/EDSR4311_TEK-LessonPlanBreakdown_Week#]
 - Acceptable file formats: .docx or .pdf only.
 - Blackboard cannot read .pages files. Submissions in unreadable formats will receive a 0 for that week.
 - Submit your TEK/Lesson Plan Breakdown in Blackboard using the submission link in that week's folder.
 - Assignments will be submitted through SafeAssign to ensure originality and prevent plagiarism.
 -

V. Grading Rubric (38.5 points total)

Assignment Criteria	Distinguished	Accomplished	Proficient	Developing
Lesson plan components are aligned with TEKS and social studies competencies	10	7.5	5	2.5
Applies TEK standard and content knowledge to all assigned 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	0.875
Formatting – Follows all directions	3	1.5	1	0.5
Total Points Possible	38.5 pts	28 pts	18.5 pts	9.5 pts