



Syllabus | ED4311 Social Studies in the Classroom II

Fall 2026

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SOCIAL STUDIES IN THE CLASSROOM II

All materials in this class are subject to change, be sure that you consult Blackboard for most recent due dates throughout the semester.

Course Description

Social Studies in the Classroom II (3-0). This is the second course in methods, strategies, and content is geared towards teaching social studies curriculum in the public K-12 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

- 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:

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

3. **Design and administer** formative/summative assessments and **use data to adapt social studies instruction** (including TEKS vertical alignment and competency analyses).
4. **Develop a comprehensive classroom management plan** embedded in lesson design (routines, transitions, discussion norms, responsive teaching materials).
5. **Curate, evaluate and utilized social studies** instructional materials for lesson development.
6. **Communicate instructional decisions and assessment findings** to families/colleagues and **reflect** using an interactive notebook and classroom practice.

Major Assignments	Social Studies EC-6 Standards Addressed – knowledge addressed	Social Studies EC-6 Standards Addressed – Skills assessed	Chapter 149 Educator Standards		Total Points
Social Studies TExES Self-Assessment and Study Plan • TExES Self-Assessment and Reflection (1) • Study Plan Submission and Enaction (5) • Content quizzes and video reflection (5)	1.1k - 1.6 k, 2.3k, 4.1-4.18k 5.1k -5.12k, 6.1k- 6.23k, 7.1k-7.13k 8.1k – 8.10k 9.1k – 9.21k 10.1k-10.9k	1.5s, 1.7s,			100
Social Studies TEKS Lesson Plan Development • Lesson Plan Activities and Rationales per module (5 total) • Response and improvement to feedback (5 Total)	3.1k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.8k	3.1s, 3.2s, 3.3s, 3.6s, 4.2s, 4.3s, 4.6s, 5.5s, 7.3s, 9.7s	1.A i., ii., iii, iv B i., iii, iv, v C i., ii, iii, iv D I, iii E i, iii F i, ii, iii, iv, v 3. A i, 5 B I, ii, iii, v, vi		100
Engagement and Enaction in Studies Modeling • Weekly engagement in course activities (10) • Weekly Group Activities (10) • Group Lesson Segment Delivery (3)		4.11s, 5.13s, 7.10s, 9.4s, 9.2s	1. E, I iii, F, iv, vi, vii 2. A I, ii, iii, iv, v, vi, vii, viii, 5 A iii, iv B I, ii, iii, v, vi		100
Professional Communication and		9.3s, 10.7s			

Engagement - Develop a plan for social studies extra class study – submit. - One-on-one Conferences (3 times) - Class Engagement					100
TOTAL					400

Major Assignments Description and Grading Rationale

The goals of this course are developmental, with rationales and guidelines for approximations of building teaching capacity, knowledge and understandings. These important knowledge components are structured to determine what developing teachers should be able to DO in classrooms with their students. The complexity of teaching and acknowledgment that multiple ways of teach can be considered “good” prompts a grading strategy that is based primarily upon students of this class to be able to communicate the ‘why’ and rationale for choices made as they make choices, based on share community standards of best practice as shared within the class and from previous learnings. As these are only approximations towards future expertise, all assignments in this class are considered formative, meaning that they will be used in two ways; 1) feedback from peers and from the instructor will be suggested to improve lessons and to promote critical teacher knowledge development and 2) as support for the instructor to understand what students know to improve classroom instruction.

To that end students should expect to

- Keep a weekly **journal/Notebook** will be maintained in communication with the professor will be maintained.
- Be prepared to have assignments in forms that can be **shared and assessed with/and by their peers** in class and for homework
- Meet with the **professor individually three times during the semester**, and reflect upon the progress of their work, and discuss what rating they would give their own work.

Percentage	Points	Final Grade
90-100	360-400	A
80-89	320-359	B
70-79	280-319	C

60-79	240-279	D
Below 60	Below 240	F

Assignment Description

The assignments listed below include the rationale for the assignment and the development of these over the course of the semester. The assignment scope should be considered interim, based on the practical implementation and responsiveness of the classroom environment. Further details and activity description are found on Blackboard.

Social Studies TExES Study Plan and Self-Assessment Social Studies TExES (100 points)

This assignment is to support student development of the understanding and knowledge needed to support the passage of the Social Studies portion of the TExES certification exam.

To that end, students will throughout the semester:

- Complete a **TExES Social studies practice exam and reflection** (Due by the end of week 1)
- Investigate and **self-assess social studies knowledge and social studies content strands** (Each module) Collect, prepare, and study each strand – sharing your resource and documenting your progress **(after Second week of each module)**
- Take Module Self-Quizzes– **create and submit a video reflection of your attempt.**

Social Studies Lesson Plan Development and Alignment Activities (100 points)

This assignment will engage students in creating strong components of social studies lesson planning that will build in complexity over time. Each week, the instructor will model and describe best practices for lesson components, and the student will use this knowledge to build lesson plan activities with associated rationales based on this learning. As a cumulative activity, throughout the semester, students will be expected to transfer these understandings in five lesson approximations throughout the semester, aligning with the TEKS social Studies strands.

To that end, students will:

- Investigate vertical and horizontal **TEKS alignment**; investigating scope and sequence, **content strand development across grade level.**
- Demonstrate the ability to **deconstruct TEKS components to understand what students need to Know, Understand, and Do (KUD's)**
- **Combine skills TEKS with content level TEKS in lesson planning development**
- Find, evaluate, and differentiate **content resources** aligned with TEKS.
- Create, adapt, and structure appropriate **and differentiated processes** for student learning.
- Create and/or adapt differentiated **pre-assessment, formative assessments, and summative assessments** aligned with TEKS.
- Include **written rationales for each component** of the lesson structure; both in writing and verbally.

- Grades will be based on demonstrated improvement over time on implementing your lesson components, an incorporating

Each of the five modules will require a lesson plan component, which will be submitted at the end of the second week of the module. If students do not include all required components, they will not receive full credit. They then will need to improve and resubmit their assignment based on instructor feedback, one week after it has been graded with a zero, with demonstrated changes and improvement to receive full credit.

Engagement and Enaction in Studies Modeling

Engagement and Enaction of Social Studies Modeling (100 points)

This assignment is aimed to highlight that learning occurs through modeling and engagement. Every class will have components that require synchronous engagement throughout the class. These include:

- Active Engagement in Teacher-Led Class activities:
 - Students will attend synchronous on-line classes
 - Students will turn their cameras on to demonstrate active engagement.
 - Students will actively respond to instructor directed questions or developed virtual activities and reflections
 - Students will read and respond to weekly announcements
- Every week – there will be student-led conversations, discussions, and peer-feedback activities. In small group students are expected to:
 - Turn their cameras on to engage in discussion
 - Actively have conversation with their peers regarding social studies
 - Complete activities and report out from the small groups.
- Small Group/Paired Online Teaching Activity
 - Small groups will develop and enact virtual on-line teaching of social studies (history) concept in a differentiated way to their classmates.
 - Peer feedback and attendance is required to receive full credit.

If you cannot engage in aspects of the engagement an enaction of social studies as developed in class, you need to immediately contact Dr. Cooper with a proposed alternative assignment that you will complete in lieu of this – more than two absences without prior discussion will result in a dropped letter grade, please see how to communicate with Dr. Cooper about your absences in the section below on professional communication.

Professional Communication and Engagement (100 points)

This assignment requires students to align their communication to express both their teaching and learning and appropriately engage deeply in demonstrating their readiness to enter the teaching profession.

To that end, students will:

- Develop, implement, and communicate in developing a calendar-based TExES based study-plan each week.
 - Documenting the time available and spent on their studies

- Gather credible resources for learning the concepts that you are not familiar with
- Be an active member of a professional learning community
 - to give professional and detailed feedback on each others' work
 - to develop language to communicate professional needs
 - share resources and accountability with peers.
- Communicate professionally with myself and peers
 - Using professional email with names, signatures
 - Reading all assignments and assignment descriptions
 - Completing or communicating lack of completion of assignments in a professional manner
- One-on-one meetings
 - Sign up for and attend three one-on-one meetings with Dr. Cooper
 - Check for reminders, links for meetings, showing up on time

EDSR/EDUA 4311 | Course Schedule of Topics Spring 2026

Dates	Course Topic	Major Assignments Due
Week 1 August 25 & 27	Introduction Framing Social Studies	Practice Social Studies Exam
Week 2 September 1 & 3	Social Studies Curriculum	- Personal History Study guide - TEKS deconstruction
Week 3 September 8 & 10	Module 1 – Economics	TEKS and Skills deconstruction
Week 4 September 15 & 17	Module 1 - Economics	- Economics Video Reflection - Lesson Plan Development – Content
Week 5 September 22 & 24	Module 2 – History	Personal History Study Guide
Week 6 September 29 & October 1	Module 2 – History	- History Video Reflection - Lesson Plan Development Content & Process
Week 7 October 6 & 8	Module 3 – Civics & Government	Personal History Study Guide
Week 8 October 13 & 15	Module 3 – Civics & Government	- Civics & Government Video Reflection - Lesson Plan Content & Process & Product
Week 9 October 20 & 22	Module 4 - Culture	Personal Culture Study Guide
Week 10 October 27 & 29	Module 4 - Culture	- Culture Video Reflection - Lesson Plan Differentiating

Week 11 November 3 & 5	Planning and Revising Lesson Plans	
Week 12 November 10 & 12	Planning and Implementing Lesson Plans	
Week 13 November 17 & 19	Implementing Lesson Plans	• Small Group Lesson Delivery
Week 14 November 24 & 26	Thanksgiving No School	
Week 15 December 1 & 3	Implementing and Reflecting on Lesson Delivery	• Small Group Lesson Delivery

Course Learning Outcomes (CLOs)

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

1. **Align** Social Studies TEKS and national frameworks to units, lessons, and daily objectives.
2. **Select, justify, and implement** evidence-based strategies (vocabulary, reading/writing to learn, inquiry, image/primary-source analysis, discussion) for **diverse learners**.
3. **Design and administer** formative/summative assessments and **use data to adapt social studies instruction** (including TEKS vertical alignment and competency analyses).
4. **Develop a comprehensive classroom management plan embedded in lesson design** (routines, transitions, discussion norms, responsive teaching materials).
5. **Curate, evaluate and utilized social studies** instructional materials for lesson development.
6. **Communicate instructional decisions and assessment findings** to families/colleagues and **reflect** using an interactive notebook and classroom practice.

Student Learning Outcomes

Social Studies Unit, and Lesson Planning.

Students will create comprehensive lesson plans aligning with state and national social studies learning standards, incorporating differentiated instruction, behavior management, and responsive teaching strategies.

Formative assessments understanding, analyzing, and evaluating TEKS, TExES requirements, scope and sequence documents.

Demonstrations and explanations of components of lesson plans will be demonstrated in reflexive writing and through delivery of peer-teaching activities.

Evidence-based differentiated instructional strategies

Identify, understand purposes of, apply, and evaluate evidence-based instructional strategies to support diverse learners, including English Language Learners and other high-needs students.

Students will match TEKS with appropriate instructional strategies in reflective analysis, and description demonstrating an understanding of implications for TEKS instruction and demonstrated in lesson development activities.

Product Alignment

Design, implement, and analyze a variety of formative and summative products aligned with learning objectives.

Students will develop, design, and create formative and summative products, aligning with TEKS and Social Studied Competencies.

Self-Assessment of Social Studies Content Knowledge

Students will complete self-assessment of, and readings of U.S and Texas History, creating individualized instructional plans for the successful completion of the Social Studies component of the TExES.

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/SRSU). 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.

Professor's personal AI class statement

The goals of this course center on your development as a learner and future educator, with ongoing assessment of growth over time. Dr. Cooper will provide thoughtful feedback on every assignment, typically each Monday. She reviews each submission carefully to offer the most useful guidance possible based on what you have written.

There is no shortcut to genuine learning and growth. Using generative AI to produce work for this class prevents you from developing the personal practical knowledge you need. It also shortchanges the students you will one day teach. You are expected to complete all assignments yourself.

Come prepared to each one-on-one meeting ready to discuss, in your own words, how your understanding is developing over time. If a submission reads as AI-generated, feedback will not be provided on that assignment

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.

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) (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;
- Required Educator Coursework and Training §228.D.

- (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: 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

Appendix III: 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

