

**The College of Education and Behavioral Studies**  
**School of Education**  
**Houston Baptist University**

**Course Syllabus**  
**INDC 4390: Advanced Elements of Social Studies**  
**Spring 2014**

**COURSE DESCRIPTION**

This course provides an exploration of social studies content and skills. Social studies content will include world History, Geography, and Texas History. The course will introduce students to teaching/learning materials and strategies for developing concepts and skills for middle to high school students. Integration of technology and interactive learning are integral aspects of this course. Prerequisites: Admission to the Teacher Preparation Program and EDUC 4301 or 4311.

**COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION**

For students seeking initial teacher certification, this course must be taken after a course in curriculum & instruction (EDUC 4301/4311 with a grade of “B” or higher). This course is required for undergraduate students seeking a 4-8 Social Studies or 8-12 Composite Social Studies teacher certification.

**DATE AND TIME OF CLASS MEETINGS:**

Tuesdays from 2:00-4:25 p.m.

**ROOM NUMBER**

Hinton 216

**INSTRUCTOR INFORMATION**

Name/Title: Dr. Olivia Elmore

E-mail: oelmore@hbu.edu

Office Location: H346A or 328B

Office Hours: Tuesdays – 12:30 to 1:30 p. m. & Wednesdays – 3:00 to 5:00 p.m.  
Additional hours before and after class by appointment

**LEARNING RESOURCES**

Course Text(s): Chapin, June R (2011). *A practical guide to middle and secondary social studies, 3<sup>rd</sup> ed.* Boston, MA: Pearson Education, Inc. ISBN-13: 978-0-13-705919-5

Supplementary Reading(s): Various educational articles as assigned by instructor.

## **RELATION TO THE MISSION OF THE UNIVERSITY**

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, “Jesus Christ is Lord.”

In relation to the mission of the University, this course will:

1. Provide a supportive atmosphere for students from all backgrounds which fosters intellectual and social interaction in the teaching-learning processes;
2. Encourage academic excellence, freedom, and objectivity;
3. Promote the development of critical and creative thinking, compassion, responsibility, ethics, professionalism and a continuing interest in learning;
4. Explore the relationship of teaching to Christian purpose and service.

## **RELATION TO THE GOALS AND PURPOSES OF THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**

The mission of the College of Education and Behavioral Sciences is to prepare students to be effective citizens and professional educators, administrators, counselors, and researchers who reflect Christ in their work and service.

To accomplish this mission, we will provide students with the following:

- the courses and mentoring necessary for a solid pedagogical grounding in their discipline;
- essential learning experiences that will provide opportunities to develop both knowledge and wisdom; and
- an understanding of their Christian mission and calling to influence individuals and the larger society.

In relation to the stated goals and purpose of the College of Education and Behavioral Sciences, this course will:

1. Assist students to establish a strong foundation in the essentials of curriculum and instruction for secondary social studies;
2. Provide learning experiences with the various strands of social studies including history, geography, political science, anthropology, economics, and sociology;
3. Promote the development of a Christian world view through an analysis of the development of civilization throughout the world from ancient to modern times.
4. Assist students to explore their Christian mission and calling including if it involves becoming professional teachers.
5. Model technology integration to enrich learning experiences and meet the needs of 21<sup>st</sup> century students.

## **COURSE LEARNING OBJECTIVES**

This course will prepare learners to function as knowledgeable and effective teachers of secondary social studies in the 21<sup>st</sup> century. It will utilize technology integration to provide students with the necessary content knowledge, as well as the theoretical framework, for the teaching of social studies. Multiple methodologies will be employed to develop the students’ understanding of history, geography anthropology, economics, political science, and sociology.

Upon completion of this course, students should be able to:

1. Demonstrate an understanding of the Texas Social Studies Standards for secondary teachers.
2. Demonstrate the ability to locate and utilize online resources.
3. Demonstrate understanding and knowledge of cartography through the creation and interpretation of maps.
4. Demonstrate knowledge and application of current theory, methods, and materials of secondary social studies instruction by creating a unit plan that incorporates TEKS from one of the following: World Geography, Texas History, or World (non-Western) History; and reflects the use of multiple strategies for learning.

5. Demonstrate skills in planning/implementing social studies instruction by teaching a lesson.
6. Demonstrate the ability to utilize technology application by creating a digital timeline.
7. Demonstrate an understanding of the intertwining of art, music, literature, and history in the development of a culture.
8. Demonstrate knowledge of the content taught by secondary social studies teachers.

Foundational learning objectives, knowledge and skills required for all students seeking **initial teacher certification** are included in this course.

## **SCHOOL OF EDUCATION REQUIREMENTS RELATED TO STATE AND NATIONAL STANDARDS**

- The course learning objectives acquired through the experiences in this course support-state and national standards including the TEA Standards for Pedagogy and Professional Responsibilities, the International Dyslexia Association (IDA) Standards for Reading, and Requirements of the Texas Administrative Code 9 (TAC §228.30) and H.B.2012.
- Appropriate grade level TEA guidelines and TEKS are also included as part of this course. Link to Social Studies TEKS: <http://www.tea.state.tx.us/index2.aspx?id=3643>
- A matrix at the end of this document indicates the TAC §228.30 and H.B.2012 requirements addressed
- A list of specific TexES competencies and International Dyslexia Association (IDA) Reading Standards for this course is presented below.

### **TEExES Competencies**

The following TEExES Pedagogy and Professional Responsibilities EC-12Competencies are addressed in part or in full in this course:

**Domain I.** The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

001: The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

002: The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.

003: The teacher understands procedures for designing effective and coherent instruction and assessment base on appropriate learning goals and objectives.

004: The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

**Domain II.** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

005: The teacher knows how to establish a classroom climate that fosters learning, equity and excellence and uses this knowledge to create a physical and emotion environment that is safe and productive.

**Domain III.** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

007: The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

008: The teacher provides appropriate instruction that actively engages students in the learning process.

- 009: The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

The following TExES 4-8 Social Studies and 7-12 Social Studies Competencies from Domain III are addressed in part or in full in this course:

- 019: The Teacher understands and applies social science knowledge and skills to plan organize, and implement instruction and assess learning.
- 020: The teacher understands and applies knowledge of significant historical events and developments, multiple historical interpretations and ideas, and relationships between the past, the present, and the future as defined by the Texas Essential Knowledge and Skills (TEKS)
- 021: The teacher understands and applies knowledge of geographic relationships involving people, places, and environments in Texas, the AUS, and the world; and also understands and applies knowledge of cultural development, adaptation, diversity and interactions amount science, technology, and society and defined by the TEKS.
- 022: The teacher understands and applies knowledge of economic systems and how people organize economic systems to produce, distribute, and consume goods and services.
- 023: The teacher understands and applies knowledge of concepts of government, democracy, and citizenship, including ways that individuals and groups achieve their goals through political systems.

### **IDA Standards.**

The following International Dyslexia Association (IDA) Reading Standards are addressed in part or in full in this course:

Knowledge Component:

E-5. Structured Language Teaching: Text Comprehension

5. Identify in any text the phrases, clauses, sentences, and academic language that could be a source of misinformation.

### **TOPICAL OUTLINE**

A course agenda is included at the end of this syllabus. It includes the following topics:

- I. Underlying Elements of Middle and Secondary Social Studies
  - a. Teacher's impact in the classroom
  - b. Standards in social studies
  - c. Disciplines of social studies
  - d. Value and character education
- II. Planning for the Social Studies
  - a. Value of lesson plans
  - b. Instructional objectives and standards
  - c. Unit planning
- III. Basic Teacher Instructional Methods
  - a. Varying teaching strategies
  - b. Teacher center lectures
  - c. Direct teaching or direct instruction
  - d. Whole class discussion
  - e. Questioning
  - f. Teaching reading strategies
  - g. Independent projects
- IV. Active, Student Centered Strategies
  - a. Cooperative learning
  - b. Group projects or group investigation
  - c. Problem-based learning

- d. Role playing and simulations
- V. Using Multiple Assessments and Evaluation
  - a. Perceptions of evaluation
  - b. National and state assessments
  - c. Norm-references and criterion-based testing
  - d. Methods of assessing student learning
  - e. Teacher-made tests
  - f. Performance-based assessment
  - g. Grades and report cards
- VI. Teaching History
  - a. Predominance of History in Social Studies curriculum
  - b. Controversies of should be taught in history classes
  - c. Methods and resources for developing understanding of history
  - d. Method and resources for developing historical thinking skills
- VII. Teaching Civic Education and Global Education
  - a. Meanings of citizenship
  - b. Methods to improve civic education
  - c. Participation and service in the local community
  - d. Global education and multicultural/diversity education
- VIII. Teaching Geography, Economics, and the Behavioral Sciences
  - a. Importance of geography and standards in geography
  - b. Integrating geography and history
  - c. Maps and related skills
  - d. Teaching Economics and Behavioral Sciences

*The content of this outline and the attached schedule are subject to change at the discretion of the professor.*

## **TEACHING STRATEGIES**

A variety of learning methods will be used including the following:

1. Reading, lecture, and discussion
2. Reflection (both oral and written)
3. Mock Lessons
4. Small group activities and simulations
5. Technology: Discussion postings, integration in mock lessons and presentation, and online class sessions (not to exceed 25% of class/fieldtrip)
6. Field trip to museum
7. Individual conferences (as needed)

Class lectures, discussions, active learning exercises, DVD's, outside readings and readings from the text and reader will compose the curriculum for the course. The ideal class meeting will be a combination of lecture, discussion, and student activity. Students should come to class each day having read assigned chapters and notes from previous class meetings and completed online activities in order to make meaningful discussion possible.

In the traditional approach to college teaching, most class time is spent with the professor lecturing and the students watching and listening. The students work individually on assignments, and cooperation is discouraged. This teacher-centered approach has repeatedly been found inferior to instruction that involves active learning, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class, and cooperative learning, in which students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability. This conclusion applies whether the assessment measure is short-term mastery, long-term retention, or depth of understanding of course material, acquisition of critical thinking or creative problem-solving skills, formation of positive attitudes toward the subject

being taught, or level of confidence in knowledge or skills. (*Richard M. Felder, North Carolina State University*)

## ASSESSMENT OF LEARNING

Foundational learning experiences required for all students seeking **initial teacher certification** are included in this course.

**Course Requirements.** See the agenda at the end of this syllabus for due dates.

Assignment <sup>1</sup>	Learning Objective(s)	Standards <sup>2</sup>	Point Value
Online Portfolio of Resources (Delicious.com)	1, 2, 6	SS Domain III, Standards I-X PPR I,III	10%
Student Interactive Journal Includes Discussion Postings & Strands of Social Studies Assignment	1, 5, 7, 8	SS Domain III, Standards I-X 020,021 PPR I,III	10%
Historical Cartography (3 maps)	3, 6	SS Domain III, Standards I-X 021 PPR I,III	15%
Anthropological Study of a Continent: Art, Culture, Music, Literature	1, 2, 7, 8	SS Domain III, Standards I-X PPR I,III	10%
Digital Timeline	2, 3	SS Domain III, Standards I-X 020 PPR I,III	5%
Unit Plan	3, 6	SS Domain III, Standards I-X 019,020,021,022,023 IDA E-5 PPR I,III	10%
Teaching a Mock Lesson	4, 5	SS Domain III, Standards I-X 019,020,021,022,023 PPR I,II,III	10%
Online Test Taking and Analysis STAAR/TAKS Release Exams	1, 7, 8	SS Domain III, Standards I-X 019,020,021,022,023 PPR I,III	5%
Midterm	1, 3, 4, 5	SS Domain III, Standards I-X PPR I,III	10%
Final Exam	1, 3, 4, 7, 8	SS Domain III, Standards I-X 019,020,021,022,023 PPR I,III	15%

<sup>1</sup> Descriptions and rubrics for assignments are included at the end of this document.

<sup>2</sup> These assignment/activities develop and/or assess state and national standards including TexES competencies, IDA reading standards, TEKS and/or ISTE standards (listed previously).

<sup>3</sup> Each of these will result in a 1-100 score and an average of these scores will be determined. This average will count 20% of the final grade.

## Grading Standards

### School of Education Undergraduate Grading Scale:

92-100 (A); 84-91 (B); 76-83 (C); 70-75 (D); <70 (F)

## Student Appraisal

Students will complete faculty appraisal forms as regularly administered by the University.**CLASS POLICIES**

Absence and Tardy Policies . In the College of Education and Behavioral Sciences, students must attend at least 75% of class sessions in order to receive a passing grade in the course. This means that if more than four (4) absences occur, the course grade will be “F” no matter what test and paper scores might be. .

Documentation of Difficulties If an education student fails to demonstrate an acceptable level of performance on one or more professional educator standards during any class or field experience, a form is filed in the Education Office (a PMID: Progress Monitoring & Intervention Documentation). If two such forms occur, a conference is held in which difficulties are identified and means for improvement are explored. [Sometimes specific interventions will be required.] A third form will result in a committee hearing to review difficulties and means for improvement and to determine conditions for continuance in the program. Professional standards include knowledge, skills and dispositions.

Late Work. All assignments are expected to be completed in their entirety by the beginning of class on the due date, even if the student is not in class. Email submissions are accepted. Late work is strongly discouraged. Work may be submitted late ONLY (with proper documentation for illness or other emergency situations) within the following TWO calendar days, including weekends, for a maximum grade value of 80. No work will be accepted after that deadline passes. No work will be accepted after the last day of class. As professionals it is imperative to complete responsibilities and tasks in a timely, effective manner. [If work is returned for revision, it is expected to be re-submitted as directed by the professor regarding the due date and the maximum grade value of the revised effort.]

Missed Tests. All the tests should be taken on the day and at the time when they are scheduled. Make-up tests will be given ONLY when the instructor is notified prior to the exam, and there is a documented excused reason for missing the exam. Legitimate reasons include documented illness, death in the family, etc. A make-up test will be written by the professor and will be given at a time mutually agreed upon by both the professor and student —as soon as possible after the exam date. Any unexcused absence on the test day will result in a grade of zero for the particular test with no opportunity for a make-up test.

Use of Electronic Devices.

- During class sessions, electronic devices are only to be used to support class activities.
- You must turn off all electronic devices in your possession to avoid distractions to the climate of the classroom. This includes cell phones. These should remain out of sight during instructional times.
- Answering cell phones, reading, or responding to text messages during class will lower your participation grade.
- The use of personal laptop computers is only permitted at appropriate times when class note taking is beneficial or when the professor allows their use during activities and presentations.

**Students are required to read the University Classroom Policy addendum to this course syllabus that is included on Blackboard. In addition to the class policies listed here, it includes basic class policies that apply in all HBU classes.**

**PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS**

*Dr. Olivia Elmore*

Instructor's Signature

January 21, 2014

Date

**INDC 4390: Advanced Elements of Social Studies**  
**TENTATIVE SCHEDULE**

<b>Class Date or Meeting:</b>	<b>Topic:</b>	<b>Assign:</b>	<b>Due:</b>
January 21	Course Overview <i>Middle and Secondary School Social Studies</i> Chapter 1	*Read Chapters 1 & 2 *Join Delicious.com *Student Interactive Journal *Discussion Assignment 1	Student Survey
January 28	Field Trip to HBU Museums <i>Middle and Secondary School Social Studies &amp; Planning for Social Studies</i> Chapters 1 & 2	*Read Chapter 2 *Social Studies Strand Assignment *Discussion Assignment 2	Join Delicious.com Discussion Assignment 1
February 4	<i>Planning for Social Studies</i> Chapter 2	*Read Chapter 3 *Discussion Assignment 3 *Cartography Assignment 1	Discussion Assignment 2
February 11	<i>Basic Teacher Instructional Methods</i> Chapter 3	*Discussion Assignment 4 *Read Chapter 4	Discussion Assignment 3
February 18	<i>Basic Teacher Instructional Methods &amp; Active, Student-Centered Strategies</i> Chapters 3 & 4	*Unit Plan/Mock Lesson *Discussion Assignment 5	<b>Map 1 Due</b> Discussion Assignment 4
February 25	<i>Active, Student-Centered Strategies</i> Chapter 4	*Review Activities *Chapters 1-4 *Study for Midterm	Discussion Assignment 5 <b>Social Studies Strand Assignment</b>
March 4	<b>Midterm</b>	*Read Chapter 5	
March 18	<i>Using Multiple Assessments and Evaluation</i> Chapter 5	*Read Chapter 6 *Discussion Assignment 6	<b>Map 2 Due</b>
March 25	<i>Teaching History</i> Chapter 6	*Read Chapter 6	Discussion Assignment 6
April 1	<i>Teaching History</i> Chapter 6 Present Mock Lessons	*Read Chapter 7 *Digital Timeline	<b>Unit Plan/Mock Lessons</b>
April 8	<i>Teaching Civic Education and Global Education</i> Chapter 7	*Read Chapter 7 *Group Anthropological Study of a Continent	<b>Map 3 Due</b>
April 15	<i>Teaching Civic Education and Global Education</i> Chapter 7	*Read Chapter 8 *Discussion Assignment 7	<b>Delicious.com final compilation</b>
April 22	<i>Teaching Geography, Economics, and the Behavioral Sciences</i> Chapter 8	*Work on Group assignment	<b>Digital Timeline</b>



April 29	<i>Teaching Geography, Economics, and the Behavioral Sciences</i> Chapter 8	*Work on Group assignment *Begin to Study for Final Exam	Discussion Assignment 7
May 6	<b>Group Anthropological Studies Presented Review for Exam</b>	*Study for Final Exam	<b>Group Anthropological Studies</b>
May 13-16 <i>Exact date and time TBD</i>	<b>Final Exam</b>		<b>Student Interactive Notebook</b>

## COURSE ACKNOWLEDGEMENTS

### Syllabus Statement

I am aware of all topics described in the course syllabus . These include, but are not limited to the following:

- course description; course sequence in the curriculum and prerequisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of the College of Education and Behavioral Sciences;
- course learning objectives;
- state and national standards covered (TexES competencies, IDA standards, etc);
- topical outline and learning strategies;;
- assessment for learning: requirements & grading standards;
- **HBU CLASS POLICIES: -the Univerisity document posted on Blackboard;**
- additional policies for this class: attendance, late work, missed tests and electronic devices;
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

### Professional Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed. . If a student cheats and/or plagiarizes, then the student will receive a “0” for the assignment and/or fail the course

Cheating is a catch-all term for not doing your own work. Any attempt during a test to consult with notes or another person or to look at another’s test constitutes cheating. If answers are shared in any way, both students will receive the same penalty for cheating. Using stolen tests or “borrowed” tests (any test that is not readily available to all members of the class) to study for an exam is cheating. Within the broader view of cheating is the idea of using someone else’s work in place of your own. This is called plagiarism and is not allowed.

### DO NOT:

- copy another person’s paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor’s approval before using a prior work or topic from a different class.);
- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.
- falsify fieldwork documentation

By signing this page, **I affirm** that I have read and understand the contents of this course **Syllabus Statement, the Professional Integrity Statement, and the University Class Policies.** I understand that at any time during the course, I may request clarification, if needed.

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Printed Name

Signature

Date

[After reading the course syllabus and this page, please **print and sign this** form then turn it in to the professor.]

**Pedagogy and Professional Responsibilities Course Correlation to TAC §228.30\***

PPR Standard	Curriculum Topic TAC §228.30	Essential Components: Additional Information	Learning Experiences, Products &/or Assessments
I, III	<b>1. Reading Instruction</b> : A variety of theories and methods appropriate for teaching these five essential components of reading instruction.	1. Text Structure (organization)                      2. Vocabulary teaching strategies 3. Identifying the word (root, prefix, suffix)      4. Fluency basic teaching strategies 5. Comprehension (finding main idea, summarizing, supporting details, synthesizing/making connections, inferences, making generalizations )	Course content includes: the importance of reading, helps for the struggling reader, and vocabulary, pre-reading, and post-reading instructional strategies
II, IV	<b>2. Code of Ethics</b>	Texas Educators' Code of Ethics TAC§ 247.2      Ethics videos: <a href="http://www.youtube.com/playlist?list=PLYCCyVaf2g1vuF3qlz1NjEWFemtxaBMvC">http://www.youtube.com/playlist?list=PLYCCyVaf2g1vuF3qlz1NjEWFemtxaBMvC</a>	
I, II, III	<b>3. Child Development</b>	A variety of theories for child development.	Child development is briefly covered when discussing teaching social skills.
I, II, III	<b>4. Motivation</b>	A variety of theories & methods appropriate for teaching motivation.	Motivation addressed with technology and authentic assessment ideas. Students use technology integration to engage student interest.
I, II, III	<b>5. Learning Theories</b>	A variety of learning theories	Several learning theories referenced in this course.
I, III	<b>6. TEKS Organization,</b>		Class discussion, assignments, and exams cover how the TEKS are developed across the grade levels.
I, III	<b>7. Content TEKS</b>	<a href="http://ritter.tea.state.tx.us/teks/http://www.tea.state.tx.us/">http://ritter.tea.state.tx.us/teks/http://www.tea.state.tx.us/</a> click on Testing/ Accountability, click on Texas Essential Knowledge and Skills for much more information.	The content in the TEKS at different grade levels are included in class discussion , assignments, and on exams . Students create Lesson Plans based on specific TEKS and include the different strands of social studies
I, II, IV	<b>8. State Assessment of Students &amp; STAAR:Testing,</b>	Requirements , responsibilities, scoring, analysis & use of results <a href="http://www.tea.state.tx.us/student.assessment/staar/">http://www.tea.state.tx.us/student.assessment/staar/</a>	Students read about the STAAR assessment responsibilities and we talk about it in class discussions. They also take the released SS state tests and reflect on their own content knowledge.
I, II, III	<b>9. Curriculum Development &amp; Lesson Planning</b>	A variety of theories & methods appropriate for teaching curriculum development & lesson planning.	Through reading, class instruction , discussions and activities, students select from various resources to plan a social studies instructional unit and develop three lesson plans in one of the content subjects taught in middle or high school
I, III	<b>10. Classroom Assessment and Diagnosing Learning Needs</b>	A variety of theories & methods appropriate for teaching formative assessment to diagnose learning needs & other types of classroom assessment.	Students create a rubric for one authentic assessment piece as part of their unit plan
II, IV	<b>11. Classroom Management</b>	A variety of theories & methods appropriate for teaching classroom management.	Readings and class discussions are focused on the efficient use of a class period to maximize student cooperation and learning.
I, II, III, IV	<b>12. Special Populations</b> ELPS—English Language Proficiencies	<b>A. ESL/ Bilingual /ELPS</b> : Learning strategies , Listening ,Speaking , Reading & Writing	Readings and class discussion identify how to modify curriculum content,

	<a href="http://ritter.tea.state.tx.us/curriculum/biling/elp.html">http://ritter.tea.state.tx.us/curriculum/biling/elp.html</a> National Assoc. for Gifted Children Teacher Knowledge and Skills <a href="http://www.nagc.org/index2.aspx?id=1863">http://www.nagc.org/index2.aspx?id=1863</a> TEA website resources <a href="http://ritter.tea.state.tx.us/special.ed">http://ritter.tea.state.tx.us/special.ed</a>		instructional processes and student's work products to promote success for ESL/Bilingual/ELPS students.  Readings and class discussion identify how to modify curriculum content, instructional processes and student's work products to promote success for G/T learners.  Readings and class discussion identify how to modify curriculum content, instructional processes and student's work products to promote success for special education students with "mild disabilities who are able to function in general education classrooms" are covered in this class.
III, IV	<b>13. Parent Conferencing and Communication Skills</b>	A variety of theories and methods appropriate for teaching communication skills & parent conferencing.	Topic not covered in this course.
I, III	<b>14. Instructional Technology</b> <a href="http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp">http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp</a>	<b>SBEC Technology Standards for All Teachers</b> 1. Tech terms, concepts, data input strategies and ethical practices to make informed decisions about tech app 2. Identify task requirements, apply search strategies, use tech to acquire, analyze, and evaluate a variety of information 3. Use technology to synthesize knowledge, create and modify solutions, and evaluate results 4. Communicate in different formats. 5. Plan, organize, deliver and evaluate instruction that uses technology, and technology TEKS for students.	Through the text, projects and assessment pieces, students explore terms, concepts and way to apply technology standards.
I, III, IV	<b>15. Pedagogy/ Instructional Strategies</b>	A variety of instructional strategies suitable for all classrooms & for specific subjects and content. <a href="http://olc.spsd.sk.ca/DE/PD/instr/index.html">http://olc.spsd.sk.ca/DE/PD/instr/index.html</a>	Much class time is spent finding ways to integrate technological instructional strategies. Each week a new strategy is addressed, modeled, and explored through a follow-up discussion.
I, II, III, IV	<b>16. Differentiated Instruction</b>	A variety of instructional strategies suitable for differentiating instruction.	A variety of tools are addressed and students find multiple resources to teach a variety of concepts using <a href="http://delicious.com">delicious.com</a> .
IV	<b>17. Certification Test Preparation</b> (6 clock hrs required)	Testing study guides, standards, frameworks, competencies, practice tests <a href="http://www.texas.ets.org">www.texas.ets.org</a>	Students take STARR to assess content knowledge and the PPR concepts are imbedded in the course.
<b>TAC §228.35 &amp; H.B. 2012 Requirements</b>			
I,	<b>Dyslexia:</b> Detection and education of students with dyslexia <a href="#">[TAC RULE §228.35 (4)]</a>	1. Characteristics of dyslexia 2. Identification of dyslexia 3. Effective, multisensory strategies for teaching students with dyslexia <a href="#">Dyslexia Informational Power Point</a> <a href="#">Dyslexia Handbook - English (PDF, 2.45 MB, outside source)</a>	Not addressed in this course.
IV	<b>Legal &amp; Employment Issues</b>	Contract abandonment & the effect of supply & demand forces on the educator workforce in TX (including difficulty of getting jobs in the I 35 Corridor from Dallas/Ft Worth to San Antonio)	Not addressed in this course.
	<b>Status of HBU program</b>	Pass rates & accreditation status	?
IV	<b>Teacher &amp; principal evaluation</b> PDAS:: <a href="http://www4.esc13.net/pdas/">http://www4.esc13.net/pdas/</a>	PDAS, the purpose & process, what is evaluated, what the evaluation instrument look like, how could you can appeal, the PDAS Teacher Manual which is required to be given to all teachers.	?
I, II, III, IV	<b>Skills &amp; Expectations of Educators</b>	The skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in Texas	?

## **Assignment Descriptions and Rubrics.**

### **Advanced Elements of Social Studies INDC 4390**

#### **Guidelines for the Interactive Student Interactive Journal**

- We will be utilizing Blackboard for this class extensively. Your postings to the Discussion Area will be compiled into a dated Student Interactive Journal.
- This will be submitted electronically on the due date to the Assignments section of Blackboard.
- Specific instructions will be given in the Discussion postings for each of these assignments.
- Due dates will vary for Discussion Assignments; however, the compilation will have a specific due date.
- Your Strands of Social Studies assignment will be included as part of this Interactive Student Journal although it is due earlier than the compilation due date.
- Each Discussion Posting, including Lesson Planning and the Museum Field trip response, will be worth 10 points. The Strands assignment will be worth 30 points. The entire assignment totals 100 points and is weighted 5% of the total grade.

#### **Cartography I**

Through the ages, people have tried to chart the physical features of the landforms and bodies of water in the areas in which they lived or the areas which they were exploring. The results were the beginning of cartography. As the areas began to be settled, names of cities and areas appeared on maps as well as rivers, roads, and additional important elements such as type of vegetation, etc. These maps of centuries ago are interesting as they were done with no ability to view the earth from above. Cartographers had to use observation, reports from others, and measurements to try to accurately create maps. Many of these still survive. There is an example of an early map of the area of Texas in the HBU Museum of Southern History. Your task for Cartography I is to recreate a historical map. See Cartography I and I Rubric for grading criteria.

This is the process to follow:

1. Look at the TEKS for your grade level and identify where an old map would be appropriate.
2. Search the Internet, museum sites, books, etc. for a source for a map that fits the TEKS.
3. Recreate this map. You may do this by sketching, using the assistance of technology, or using a combination.
4. The dimensions of the map must be a minimum of 12 inches by 14 inches.
5. The paper used for the map must look old.
6. The map itself must be one that can serve several future purposes:
  - a. Provide a display for a classroom
  - b. Provide a model for students to replicate
7. Include a short explanation of the map that is separate from it that might accompany it if it was on display in a museum. This should be on older looking paper as well.
8. Compose a short explanation of the map creation including properly citing the resource used, the materials you used to create your reproduction, and the process you used to create the map. This is word processed on regular white paper.
9. Include a picture of the original map from the reference source.
10. Be prepared to display and present the map briefly on the due date for Cartography I.

## Cartography II

Many places in the world derive their names from people's names such as Houston, Austin, and Washington. Cartography II involves using your name, or more specifically your initials, to investigate a city in a county, parish, state, province, district, or country whose name begins with your first initial and whose larger area designation (state, country, etc.) begins with your last initial. So, if your name is Cathy Isaac, you are looking for a city beginning with C in a larger designated area that begins with an I. Chicago, Illinois would fit this person. You need to find three that fit, not just one. See Cartography Assignments Assessment Rubric for grading criteria.

Once you have your three possible locations, do the following:

1. Decide on the city that you will investigate
2. Search the Internet, Atlases, etc. for a source for a map
3. Create a map of this city. You may do this by sketching, using the assistance of technology, or using a combination.
4. The dimensions of the map must be a minimum of 14 inches by 12 inches.
5. The map will need to include landforms, bodies of water, vegetation or lack (such as trees, deserts, etc.) products produced, and points of interest within the city and in the immediate surrounding area. You may decide how much surrounding area you wish to include.
6. The map itself must be one that can serve several future purposes:
  - a. Provide a display for a classroom
  - b. Provide a model for students to replicate
7. Include on the map the latitude and longitude, a map key, and a compass rose.
8. Compose a short report concerning additional facts about the city such as area, population, when founded, products produced, etc. This should be no longer than one page. Properly cite sources used for the map creation and state the process you used to create the map.
9. Include a picture of the original map from the reference source.
10. Be prepared to display and present the map briefly on the due date for Cartography II.

## Cartography III

Geography is an important aspect of any unit. Examine your plan for your unit and see where you can add a map activity. This could be an in class activity, a group project done over the course of several days and in conjunction with a larger assignment, an individual project done in class or allowed to be taken home with strict guidelines, or some other combination. **Look back at Cartography I and II to see the specificity that is required for students to be able to complete a cartography assignment.** See Cartography Assignments Assessment Rubric for grading criteria.

Include the following:

1. A general statement to appear at the top of the assignment giving them an overview.
2. Specific directions that will allow them to create a map such as dimensions, aspects to include, latitude/longitude, etc.
3. Decide if they need to create this by sketching, using the assistance of technology, or using a combination.
4. Indicate if they need to cite resources or include a picture of the source map.

5. If they are going to present it, include directions for that.
6. Construct a rubric by which you will grade the map. Do not include any additional elements of a possible project in the rubric.
7. Create an example of the completed map assignment that would score at the highest level of your rubric.

You could use this as part of your Mock Lesson if you wish, but it is not required as it is not due until the week after the Mock Lesson. All Cartography III maps will be presented on the day that they are due according to the syllabus.

# Cartography Assignments Assessment Rubric

Name \_\_\_\_\_ Semester \_\_\_\_\_ Grade \_\_\_\_\_

	Excellent	Good	Fair/Poor
<b>Map incorporates criteria listed in Cartography Assignment</b>	All criteria listed in assignment represented - 10 points	90% of criteria listed in assignment represented – 5 points	Less than 90% of criteria listed in assignment represented- 0
<b>Size</b>	12x14 - 10		under 12x14 - 0
<b>Includes landforms, products, and points of interest</b>	5 different points represented - 20	3 or 4 points represented - 15	1 or 2 points represented - 5
<b>Map Components</b>	3 components (map key, compass, and lat/long) included and detailed - 20	2-3 and fairly well done - 15	1-2 and poorly done - 5
<b>Creativity</b>	Map is organized, detailed, and colorful - 10	Map is fairly organized, few details, and two colors - 5	Map has one color and few details - 3
<b>Paper</b>	Detailed descriptions (interesting facts, history, population, surrounding areas) - 25	Few details - 15	no details/no paper - 0
<b>Citations</b>	Research citations and example map provided - 5	Research citations incorrect and/or no example map - 2	no citations and no example map - 0



## Social Studies Strand Assignment

**Review and analyze grades 4-12 Social Studies TEKS. Using any format (chart, outline, PowerPoint, Prezi etc.) of your choice, include the following components in your assignment:**

- Write a **global** definition or summarization of each of the 8 social studies strands (*History, Geography, Economics, Government, Citizenship, Culture, Science/Technology/Society, Social Studies Skills*). You will need to review multiple contents/grade levels to be able to provide a global understanding of each strand. Consider the overarching themes and concepts.
- Summarize 2 examples (sections) of social studies content grades 4-12 TEKS for each social studies strand. Include at least one example from 6 or more contents.
- Instructional Idea: choose one of the 2 examples you summarized for each strand, and briefly describe how you might teach this concept to a group of students for that grade level.
- Creativity in format and instructional idea will be evaluated and is always encouraged!

### Grading Rubric

**This assignment will be 5% of your course grade.**

<b>Assignment Component</b>	<b>Possible Points</b>
Definition for each strand listed	16 Points
2 Content Examples for each Strand listed (6 or more social studies contents 4-12 summarized)	60 Points
Citation of TEKS in each example (8.16, WG 4, WH 23)	8 points
Instructional Idea listed for all 8 strands	8 Points
Creativity of Instructional Idea	4 Points
Creativity of Format used	4 Points

Essential Elements of Social Studies

**INDC 4390**

**Unit Development Project**

Name \_\_\_\_\_ Semester \_\_\_\_\_ Grade \_\_\_\_\_

Select a theme or topic related to your grade level social studies TEKS. Plan a Unit that will last for two weeks. Fully develop lesson plans for any three days of the unit. You will teach one of the lesson plans to the class. Use the Internet, library, journals, newspapers, etc. to assist you. Do **not** reference a textbook as the source of your unit plan.

5 points \_\_\_\_\_ **Title Page** – Include your name, unit name, subject, grade level, and length of unit.

5 points \_\_\_\_\_ **Rationale** – Write a minimum of two paragraphs describing what you hope to accomplish with this unit. Why should students study this topic? Include examples of how students may use the information and skills learned in life as well as in school.

40 points \_\_\_\_\_ **Unit Time Table** – Complete the unit chart listing the day, the name of the lesson, activities, the content objectives, process objectives, value objectives, the TEKS (reference by number), and resources. Do this for 10 days, even though you will only write out detailed, comprehensive lesson plans for three days.

5 point \_\_\_\_\_ **Initiating and Culminating Activities** – List how you plan to introduce the unit and how you will conclude the unit. Include any room preparation, equipment, special activities, assessments, etc.

5 point \_\_\_\_\_ **Assessment Rubric** – Create a rubric to evaluate one of the assignments/activities included in the unit.

30 points \_\_\_\_\_ **Lesson Plans** – Provide detailed lesson plans for three days of the 10 day unit. One of these plans must follow the Hunter model, one needs to be the concept attainment model, and one needs to be an inquiry lesson. Additionally, at least one needs to integrate technology, one needs to be cross-curricular, and one needs to use some type of cooperative learning. Label what you have included at the top of the Lesson Plan. Be sure to write modifications as needed for special populations in the classroom on all of the lesson plans.

10 points \_\_\_\_\_ **Resources-Design** a bulletin board, a paper copy of a transparency or power point slide used in the unit, and a Bibliography of any books, videos, software, websites, etc. used in the unit.

Total \_\_\_\_\_

**Houston Baptist University**  
**Advanced Elements of Social Studies**  
**INDC 4390**  
**Mock Lesson Assignment**

1. Using one of the three lesson plans created for your social studies Unit Plan, teach the class a 10 minute of selected portions of the lesson plan. Be sure to include your *Focusing Event*, some of your *Teaching/ Learning Procedures* and the *Closure*. Even if you have to cut the lesson very short, you need to have closure. Please review the following Lesson Plan Presentation Rubric for more detailed expectations.
2. You may use visuals, posters, white board, chalk board, video, PowerPoint, the overhead, or a document camera, etc. Please let me know if you will need the computer. There will be regular classroom supplies available, but if you need something special, such as clay or maps, please bring the necessary supplies. Be sure to bring enough copies for each class member if you are distributing information or worksheets.
3. On your scheduled day for the **Mock Lesson**, have a modified copy of your lesson plan to turn into me before you begin your lesson. You may use italics or **bold type** to indicate the portions of the lesson that you intend to present as your Mock Lesson.
4. Be sure to tell the class the **grade level** and **the topic** before you begin teaching. Try to include activities that are interactive rather than strictly direct instruction so the class can be involved in the learning experience and increase student learning. It is expected that you will have to shorten activities due to the time limit. Refer to the *Rubric for Lesson Presentation* for additional guidance with the lesson cycle.

Houston Baptist University  
**School of Education**  
**Lesson Plan Format**

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Subject:

Grade Level:

Time Estimate:

Unit:

Topic:

Content Objectives):

Process Objective(s):

TEKS:

Value(s) Objectives:

Materials/Resources/Technology needs:

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**Instructional Procedures**

Focusing Event (Anticipatory set):

Teaching/ Learning Procedures:  
(Objective and purpose)

(Input)

(Modeling)

Formative Check(Check for understanding):

Reteach (alternative used as needed):

(Guided Practice)

(Independent Practice)

Closure:

Assessment/Summative Evaluation:

Modifications/Notes:

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## Lesson Plan Presentation Rubric

Table is lesson plan presentation rubric for items being assessed.			
Items being Assessed	<b>Excellent 14 points</b>	<b>Satisfactory 12 points</b>	<b>Below standard 10 points</b>
<b>Anticipatory Set</b>	Focused student attention on the lesson, a 'grabber', connected prior knowledge.	Focused student attention on the lesson	Not really focused, did not connect with students' prior knowledge or anticipatory set is missing.
<b>Teacher Input</b>	Led or directed students to gain content understanding; incorporated alternative learning styles.	Provides basic information needed for students to gain the knowledge or skill.	Instructional input is vague. Did not define where it is from the rest of the lesson or teacher input is missing.
<b>Modeling the behavior</b>	Several examples of how students are to go about completing the lesson, includes details and incorporates alternative learning styles.	Once the material has been presented, the teacher uses it to show students examples of what is expected as an end product of their work.	Vaguely showed students what is expected or modeling the outcome is missing.
<b>Check for comprehension</b>	Checking for comp. is detailed with multiple examples of this throughout the lesson.	Checking for comp. is stated with at least one example of this	Checking for comp. not noticed
<b>Guided practice</b>	Several examples of activities are included that incorporate alt. learning styles, cooperative groups or individual work.	An opportunity for each student to demonstrate grasp of new learning by working through an activity or exercise under the teacher's direct supervision.	Guided practice. is vague or no guided practice is present.
<b>Closure</b>	Clear, concrete, comprehensive; sets stage for new learning	Actions or statements are provided that are designed to bring a lesson presentation to an appropriate conclusion.	Closure is vague, or there is no closure mentioned.
<b>Overall Mock lesson evaluation</b>	Exceeds criteria. Lesson presentation is well thought out, content is sensitive to the students' needs, and follows criteria in rubric	.Lesson presentation exhibits satisfactory characteristics as described in rubric. Meets passing criteria	Lesson presentation needs to incorporate the missing criteria for an improved assessment
			Total Score _____

**Comments:**

## Digital Timeline Assignment

### Annotated Timeline Project

An important aspect to teaching social studies is finding creative ways for students to learn the chronology of historical events without memorizing dates! Furthermore, cause and effect is a large part of historical study and timelines can illustrate this in many ways. Remember, the more you put into this assignment, the more you will get out of it. My hope is that you create something that you will use again with students.

*You are to create an annotated timeline of a period of world history or theme that includes the following:*

1. Central theme in world history (World Wars, Renaissance, Reformation, military strategies, evolution of democracy, etc...be creative and surprise me!)
2. 12 or more important dates.
3. For all 12 or more dates you include one of the following: a picture, map, graph, video, etc. (be creative and primary sources are appreciated.)
4. You can use any form of digital timeline software such as Dipity.com, Time Toast, Capzles, etc., or if you prefer to use Powerpoint/Prezi that will be acceptable as well.
5. Rationale of why you chose the era or theme and how it relates to teaching the TEKS for your content of choice. Explain how you would adapt this into a lesson for students.
6. Be prepared to present your timeline to the class.

### Rubric

Project component	Possible Points
12 important dates	30
12 visuals and/or primary sources	25
Rationale of support of TEKS	20
Presentation	15
Creativity	10

## Anthropological Study of a Region: Art, Culture, Music, Literature Assignment

**Directions:** For a region listed below, please create a presentation of its culture, art, music, and literature that make that region unique.

- You may present your findings in any format (PowerPoint, Prezi, foldable, travel brochure, expository essay, or any Web 2.0 tool that would support the rubric components and enhance your presentation).
- Be sure to cover all sub-regions within your region. *A brief comparison of different sub-regions should be included in your study of the region's culture, art, music, and literature.*
- Culture** includes a region's primary languages, religions, beliefs, social structure, institutions, and customs. Statistical data should be included as well as a brief overview of each of these characteristics.
- Provide 2 primary sources examples of Art, Music, and Literature for that region and its significance to the people's history or present day culture.
- Be prepared to share with the class either orally (if time permits) and/or electronically. These studies will be helpful when studying for your TeXes exam!

<b>Rubric: Components</b>	<b>Possible Points</b>
Culture (all 6 aspects listed above are included in your study and are clearly outlined within your presentation)	60
Art (2 primary source examples)	10
Music (2 primary source examples)	10
Literature (2 primary source examples)	10
Accuracy and sources cited	5
Creativity of delivery method	5