

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

Course Syllabus

INDC 4380 Essential Elements of Social Studies
Fall 2014

COURSE DESCRIPTION

This course is an introduction to theories, pedagogical considerations and current methodology, including technology integration, in the teaching of social studies to elementary age children. Students gain experience in applying this knowledge through instructional design projects and simulated teaching experiences. The course includes an overview of PK-8 social studies content including Texas history and world geography and an exploration of discipline specific reading strategies.

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

For students seeking initial teacher certification, this course must be taken after a course in curriculum and instruction and successfully completed prior to student teaching. In order to take this course for credit, a student should have been admitted to the teacher education program and successfully completed EDUC 4301/4311 or an approved course equivalent. This course is required for undergraduate students seeking an Elementary Certification or a 4-7 Social Studies certification.

DATE AND TIME OF CLASS MEETINGS: (include room number)

Class meets every Tuesday and Thursday from 12:30-1:45 p.m. in Room H115

INSTRUCTOR INFORMATION

Name/Title: Dr. Carol McGaughey

E-mail: cmcgaughey@hbu.edu

Office Phone: 281-649-3165

Office Location: Hinton 343

Office Hours: T & Thurs: 11:00-12:30, 2:00-5:00, T 7:30-8:00 Thurs: 5:00-5:30

LEARNING RESOURCES

Course Text(s):

Zarrillo, James J. (2012) *Teaching elementary social studies, 4th edition*. Upper Saddle River, New Jersey: Pearson/Merrill/Prentice Hall. ISBN-10: 0-13256551-X

Fritzer, P.J., Brewer, E.A.(2010) *Social studies content for elementary and middle school teachers, 2nd edition*. Boston. Allyn & Bacon. ISBN-13: 9780137011254

Other Required Materials: Use of Blackboard, articles from the Internet, and other sources as needed.

RELATION TO THE PURPOSE STATEMENT 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 help students:

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 knowledge, skills and wisdom; and
- an understanding of their Christian mission and calling to influence individuals and the larger society.

RELATION TO THE DEPARTMENTAL GOALS AND PURPOSES

The mission of the Department of Curriculum and Instruction is to assist in the development of knowledgeable and effective teachers so they may realize their fullest potential in service to God and humanity.

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

- courses containing essential concepts and teaching strategies that reflect sound theories and research-based instructional practices as well as in depth content knowledge;
- courses designed to give students supported fieldwork experiences in local schools allowing them to put theory into practice;
- coursework and fieldwork designed to address the complex challenges of an increasingly diverse and technological society; and
- an enriched educational experience that allows students to develop a sound philosophy of education that reflects Christian values and ethical principles.

COURSE LEARNING OBJECTIVES

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

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

1. Know, review, and apply fundamental principles, generalizations or theories, methods, instructional strategies and expand knowledge of social studies concepts and process skills;
2. Apply and reflect on course material to improve thinking, problem solving and decisions concerning classroom implementation;
3. Develop specific skills, competencies and points of view needed by teachers in order to become a teacher leader in social studies;
4. Describe, use, and justify methods of instruction that reflect current knowledge and practice and which facilitate students' development of social studies process skills and content knowledge;
5. Effectively plan and implement developmentally appropriate inquiry-based social studies instruction, curriculum, and assessment utilizing multiple strategies.
6. To construct TEKS-correlated lessons and units of study based on the strands of social studies and appropriate instructional approaches;
7. Direct application of new knowledge and skills through professional reflection for adaptation of classroom instruction using a variety of instructional strategies for diverse learners;
8. Maintain a high level of student motivation utilizing technology integration, the use of realia, and innovative strategies for instructional differentiation;
9. Be able to construct diagnostic, formative, and summative assessments that assess in a differentiated manner using multiple approaches to assessment;
10. Implement the use of available classroom and campus technology;
11. Willingly work with support personnel for special populations, be able to include ALL children in planning, teaching, and learning social studies;
12. Develop a professional perspective and knowledge base designed for service as a teacher leader at campus/district/national levels; and,
13. Develop working knowledge of the campus responsibilities expected of classroom teachers by administrators, students, and parents, and colleagues.

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.
- 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.

TExES Competencies

The following TExES Pedagogy and Professional (PPR) 160 EC-12 Competencies 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.

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

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.

Following Generalist EC-6 Domain III Social Studies Standards are addressed in part or in full in this course:

Social Studies Domain III.

Social Studies Standard I: The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences.

Social Studies Standard II: The social studies teacher effectively integrates the various social science disciplines.

Social Studies Standard III: The social studies teacher uses knowledge and skills of social studies, as defined by the Texas Essential Knowledge and Skills (TEKS), to plan and implement effective curriculum, instruction, assessment and evaluation.

Social Studies Standard IV:

History: The social studies teacher applies knowledge of significant historical events and developments, as well as of multiple historical interpretations and ideas, in order to facilitate students understanding of relationships between the past, the present and the future.

Social Studies Standard V:

Geography: The social studies teacher applies knowledge of people, places and environments to facilitate student's understanding of geographic relationships in Texas, the United States and the world.

Social Studies Standard VI:

Economics: The social studies teacher knows how people organize economic systems to produce, distribute and consume goods and services and uses this knowledge to enable students to understand economic systems and make informed economic decisions.

Social Studies Standard VII:

Government: The social studies teacher knows how governments and structures of power function, provide order and allocate resources and uses this knowledge to facilitate student understanding of how individuals and groups achieve their goals through political systems.

Social Studies Standard VIII:

Citizenship: The social studies teacher understands citizenship in the United States and other societies and uses this knowledge to prepare students to participate in our society through an understanding of democratic principles and citizenship practices.

Social Studies Standard IX:

Culture: The social studies teacher understands cultures and how they develop and adapt and uses this knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States and the world.

Social Studies Standard X:

Science, Technology and Society: The social studies teacher understands developments in science and technology and uses this knowledge to facilitate student understanding of the social and environmental consequences of scientific discovery and technological innovation.

In the process of addressing these standards this course covers the following Social Studies content Domain III competencies:

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 USA, 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

1. Be familiar with teaching strategies that are appropriate before, during, and after reading and that promote reflective reading
4. Identify in any text the phrases, clauses, sentences, and “academic language” that could be a source of misinformation.
5. Understand levels of comprehension including the surface code, text base, and mental model (situation model).

TOPICAL OUTLINE

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

The Importance of teaching Democratic Citizenship

1. The six strands of Social Studies
 - History
 - Geography
 - Economics
 - Anthropology
 - Political Science
 - Sociology
2. Transforming Social Studies Curriculum
 - * The Integrated curriculum
 - * Incorporating multicultural perspectives
 - * Global education
 - * Current Events

3. Strategies for teaching Social Studies
 - * Cooperative Learning
 - * Children's Literature
 - * Current Events
 - * Through the Arts
 - * Technology Integration
4. Writing Social Studies Curriculum
 - * Content, Process, and Values objectives
 - * Hunter lesson plans
 - * Inquiry lesson plans
 - * Unit plans

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. Media presentations
4. Mock Lessons
5. Small group activities and simulations
6. Technology: Discussion postings, journals, integration in mock lessons and presentation
(Online classes not to exceed 25% of class/fieldtrip/fieldwork)
7. Field trip to museum

Class lectures, discussions, active learning exercises, videos, 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 ¹	Learning Objective(s)	Standards ²	Point Value
Current Event Lesson	1,4,6,10	PPR 003,004,007,008 SS 019	10%
SS Internet Site Resource List	2,3,8,10,12	PPR 003, 009 SS 019,020,021,022,023	5%
Unit Plan	5-9	IDA: E-5.5 PPR 002, 003,004,007,008 SS 019,020,021,022,023	10%
Mock Lesson	1,2,4,10	PPR 002, 003,004,007,008 SS 019,020,021,022,023	10%
Group Documentary/Exhibit	1-4,8,10	PPR 002, 003,004,007,008 SS 019,020,021,022,023	15%
Electronic Journal & Blackboard	1-4,7,10	PPR 002, 003,004,007,008 SS 019,020,021,022,023	5%
Midterm Exam	1-4	PPR 002, 003,004,007,008 SS 019,020,021	15%
Final Exam	1-4,6-8	PPR 002, 003,004,007,008 SS 019,020,021,022,023	20%
Participation & Leadership in Harkness Discussions	1-10	PPR 002, 003,004,007,008 SS 019,020,021,022,023	10%

¹ Descriptions and rubrics for assignments are included at the end of this document.

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

Grading Standards

School of Education Undergraduate Grading Scale:
92-100 (A); 84-91 (B); 76-83 (C); 70-75 (D); <70 (F)

Student Evaluation of Faculty and Course

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

CLASS POLICIES

ATTENDANCE: 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 6 class absences occur, the course grade will be “F” no matter what test and paper scores might be.

ACADEMIC ACCOMODATIONS: Students needing learning accommodations should inform the professor immediately and consult the Academic Accommodations section of the HBU Classroom Policy posted on Blackboard. 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 STATEMENT: Late work will be penalized. All assignments are expected to be completed in their entirety by the beginning of class on the date due, even if the student is not in class. Late work will only be accepted during the next class session (with a twenty-point grade penalty) unless there is proper documentation for illness or other emergency situations beyond the control of the student. The work must then be turned in to the student’s folder no more than one week after the student returns to class. No work will be accepted after the last day of class.

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 then be completed 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. Other uses (texting, surfing the web, etc.) will result in the device not being allowed in the classroom.

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. Carol McGaughey

Instructor’s Signature

August 1, 2014

Date

INDC 4380 Essential Elements of Social Studies TENTATIVE SCHEDULE

DATE	TOPIC	READINGS/ASSIGNMENTS	ASSIGNMENTS DUE
Tuesday, August 26 Week 1	* Course Overview: & Review of SS TEKS	*Review Syllabus *Read Chapter 1	
Thursday, August 28	*The Past, Present and Future of Social Studies Teaching and Learning Chapter 1	* Read Chapter 2 * Museum Visit During Next Class	*Signed Course Acknowledgement * Completed Close Reading of Chapter 1 for Question of the Day * Small Group Sign-up for Unit Plan Development Project
Tuesday, September 2 Week 2	* Museum Visit During Class	* DB Museum Assignment * Read Chapter 2	* Meet in the lobby of the Morris Cultural Arts Center to tour the Museum of American Architecture and Decorative Arts at 12:30 p.m.
Thursday September 4	* The Fundamentals of Social Studies Teaching Chapter 2	* Unit Plan Project (UPP)- Lesson Plan Activity 1 *Read Chapter 3	* DB Museum Assignment * Completed Close Reading of Chapter 2 for Question of the Day
Tuesday September 9 Week 3	* Assessment of Social Studies Learning Chapter 3	* Read and submit activity for Harkness Discussion on Fritzer #1 pp 1-21	* Completed Close Reading of Chapter 3 for Question of the Day * UPP Lesson Plan Activity 1
Thursday September 11	*Model Harkness Discussion on Fritzer #1: <i>Why Study Social Studies & History</i>	* Read Chapter 4 * UPP Lesson Plan Activity 2 * Internet Sit Resource List & Current Event Lesson	*Harkness Discussion & Activity on Fritzer #1
Tuesday September 16 Week 4	* Differentiated Instruction Chapter 4	* UPP Lesson Plan Activity 3	* Completed Close Reading of Chapter 4 for Question of the Day
Thursday September 18	* Continue Differentiated Instruction Chapter 4 * Current Events Assignment	* Read and submit activity for Harkness Discussion on Fritzer #2 – pp. 21-39	* UPP Lesson Plan Activity 3 * Sign-up for Current Event
Tuesday September 23 Week 5	* Harkness Discussion on Fritzer #2	* Read Chapter 5 * UPP Lesson Plan Activity 4	* Harkness Discussion & Activity for Fritzer #2
Thursday September 25	*A Multicultural, Integrated Social Studies Curriculum Chapter 5	* Read Chapter 6 * Internet Resource List	* Completed Close Reading of Chapter 5 for Question of the Day
Tuesday September 30 Week 6	* Cooperative Learning Chapter 6	*Read and submit activity for Harkness Discussion on Fritzer #3 – pp. 39-59 * Current Events Assignment	* Completed Close Reading of Chapter 6 for Question of the Day * UPP Lesson Plan Activity 4 * Small Group Evaluations of UPP Activities * Internet Sit Resource List
Thursday October 2	* Current Event - Small Group Presentations * Harkness Discussion on Fritzer #3	* Begin Studying for Midterm Exam	* Harkness Discussion & Activity for Fritzer #3 * Current Event Lesson
Tuesday October 7 Week 7	* Current Events Presentations to Class	* Complete Midterm Review – Activity 5	
Thursday October 9	Review for Midterm Chapters 1-6 & Harkness Discussions 1-3	* Study for Midterm Exam	* Complete Midterm Review – Activity 5
Tuesday October 14 Week 8	Midterm	* Read Chapter 7	* Review for Midterm Exam

DATE	TOPIC	READINGS/ASSIGNMENTS	ASSIGNMENTS DUE
Thursday October 16	* Unit Plan Project * Inquiry and Critical Thinking Chapter 7	* Unit Plan Project * Documentaries & Museum Exhibits Planning Assignment * Read Chapter 8	* Completed Close Reading of Chapter 7 for Question of the Day
Tuesday October 21 Week 9	* Literacy Chapter 8 * Documentaries & Museum Exhibits Planning Assignment	* Read Chapter 9	* Completed Close Reading of Chapter 8 for Question of the Day * Documentaries & Museum Exhibits Planning Assignment Sign-up
Thursday October 23	* Mock Lessons Presentations * Democratic Citizenship Chapter 9	* Mock Lessons Presentations * Read Chapter 10	* Completed Close Reading of Chapter 9 for Question of the Day
Tuesday October 28 Week 10	* History Chapter 10	* Read Chapter 11	* Completed Close Reading of Chapter 10 for Question of the Day * Mock Lesson Presentation Sign-up * Documentaries & Museum Exhibits Planning Document
Thursday October 30	* Geography Chapter 11	* Harkness Discussion & Activity on Fritzer #4	* Completed Close Reading of Chapter 11 for Question of the Day
Tuesday November 4 Week 11	* Harkness Discussion on Fritzer #4	* Prepare for Mock Lesson Presentations	Harkness Discussion & Activity on Fritzer #4
Thursday November 6	* Mock Lesson Presentations	* Prepare for Mock Lesson Presentations	* Unit Plan Project - Progress Check
Tuesday November 11 Week 12	* Mock Lesson Presentations	* Prepare for Mock Lesson Presentations	
Thursday November 13	* Mock Lesson Presentations	* Harkness Discussion & Activity on Fritzer #5	* Unit Plan Project * Mock Lesson Evaluations
Tuesday November 18 Week 13	Harkness Discussion on Fritzer #5	*Read Chapter 12 *Work on Documentaries/ Exhibits	Harkness Discussion & Activity on Fritzer #5
Thursday November 20	*The Other Social Science and Topics of Special Interest Chapter 12 * Small Group Activity * Check-in on Documentaries/Exhibits	* Continue work on Documentaries/ Exhibits	* Completed Close Reading of Chapter 12 for Question of the Day
Tuesday November 25 Week 14	* Groups work on to finalize Documentaries & Museum Exhibits	* Study for Final Exam	Happy Thanksgiving!
Tuesday December 2 Week 15	*Documentaries & Museum Exhibits	Study for Final Exam Discussion Activity 5 – Review for Final Exam	*Documentaries/ Museum Exhibits
Thursday December 4	* Review for Exam	* Study for Final Exam	
December 9-12 Exact Date TBD	*Final Exam		* Electronic Journals * Completed review for Final Exam – Activity 6

COURSE ACKNOWLEDGEMENTS

Syllabus Statement

I am aware of all topics described in the coursesyllabus. 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 University 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.

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.]

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

PPR Standard	Curriculum Topic TAC §228.30	Essential Components: Additional Information	Learning Experiences, Products &/or Assessments
I, III	1. Reading Instruction : 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)	This topic is not addressed in this course.
II, IV	2. Code of Ethics	Texas Educators' Code of Ethics TAC§ 247.2 Ethics videos: http://www.youtube.com/playlist?list=PLYCCyVaf2g1vuF3qlz1NjEWFEMtxaBMvC	Not addressed in this course
I, II, III	3. Child Development	A variety of theories for child development.	Child development is briefly covered when discussing teaching social skills.
I, II, III,	4. Motivation	A variety of theories & methods appropriate for teaching motivation.	Motivation is covered with technology and authentic assessment ideas. Students self-select to create either a museum exhibit or digital story
I, II, III	5. Learning Theories	A variety of learning theories	Several theories taught including Vgotsky, Krashen, and Cummins.,
I, III	6. TEKS Organization,	http://ritter.tea.state.tx.us/teks/http://www.tea.state.tx.us/ click on Testing/ Accountability, click on Texas Essential Knowledge and Skills for much more information.	Significant time is spent determining how the TEKS are strategically implemented across the grade levels.
I, III	7. Content TEKS		Students create Lesson Plans and learn about the content of TEKS including the different strands of social studies across grade levels.
I, II, IV	8. State Assessment of Students & STAAR:Testing,	Requirements , responsibilities, scoring, analysis & use of results http://www.tea.state.tx.us/student.assessment/staar/	Students read and identify their responsibilities regarding the STAAR test which is followed by class discussions. They also take the 8 th grade SS STAAR test and reflect on their own content knowledge.
I, II, III	9. Curriculum Development & Lesson Planning	A variety of theories & methods appropriate for teaching curriculum development & lesson planning.	Through readings and practice, students select from various resources to plan a social studies interdisciplinary instructional unit and present a “mock” lesson.
I, III	10. Classroom Assessment and Diagnosing Learning Needs	A variety of theories & methods appropriate for teaching formative assessment to diagnose learning needs & other types of classroom assessment.	Students create a rubric for an authentic assessment.
II, IV	11. Classroom Management	A variety of theories & methods appropriate for teaching classroom management.	Readings and class discussions often focus on classroom management with special emphasis on good citizenship.
I, II, III, IV	12. Special Populations ELPS—English Language Proficiencies http://ritter.tea.state.tx.us/curriculum/biling/elps.html National Assoc. for Gifted Children Teacher Knowledge and Skills http://www.nagc.org/index2.aspx?id=1863 TEA website resources http://ritter.tea.state.tx.us/special.ed	A. ESL/ Bilingual /ELPS : Learning strategies , Listening ,Speaking , Reading & Writing	Readings and class discussions identify how to modify curriculum content, instructional processes and student’s work products to promote success for ESL/Bilingual/ELPS students.
		B. GT : Learner characteristics and development , Instructional strategies, Socio-cultural influences & Identifying GT	Readings and class discussions identify how to modify curriculum content, instructional processes and student’s work products to

			promote success for G/T learners.
		C. Special Education: Acronyms/Terms , Modifications/ Accommodations,Inclusion, Parent Involvement , Discipline & Mental or emotion disorders including: characteristics of the most prevalent mental or emotional disorders among children, identification of mental or emotional disorders, effective strategies for teaching and intervening with students with mental or emotional disorders, including de-escalation techniques and positive behavioral interventions and support, and notice and referral to a parent or guardian of a student with a mental or emotional disorder so that the parent or guardian may take appropriate action such as seeking mental health services.	Readings and class discussions 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	13. Parent Conferencing and Communication Skills	A variety of theories and methods appropriate for teaching communication skills & parent conferencing.	Parent Conferencing is briefly discussed in this course while covering assessment of social studies learning.
I, III	14. Instructional Technology http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp	SBEC Technology Standards for All Teachers 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 all five technology standards. A variety of tools are addressed and students find multiple resources to teach a variety of concepts; an example is the Internet Digital Scrapbook assignment.
I, III, IV	15.Pedagogy/ Instructional Strategies	A variety of instructional strategies suitable for all classrooms & for specific subjects and content. http://olc.spsd.sk.ca/DE/PD/instr/index.html	A variety of instructional strategies are covered in the course. Students are required to use three different instructional strategies in their 10 day unit plans.
I, II, III, IV	16. Differentiated Instruction	A variety of instructional strategies suitable for differentiating instruction.	Differentiated instructional strategies are covered in this course. Students are required to include varied instructional strategies in modification notes on their lesson plans.
IV	17. Certification Test Preparation (6 clock hrs required)	Testing study guides, standards, frameworks, competencies, practice tests www.texas.ets.org	Discussions include methods to access Texas Certification Prep
TAC §228.35 & H.B. 2012 Requirements			
I,	Dyslexia: Detection and education of students with dyslexia [TAC RULE §228.35 (4)]	1. Characteristics of dyslexia 2. Identification of dyslexia 3. Effective, multisensory strategies for teaching students with dyslexia Dyslexia Informational Power Point Dyslexia Handbook - English (PDF, 2.45 MB, outside source)	Not covered in this course.
IV	Legal & Employment Issues	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 covered in this course.
	Status of HBU program	Pass rates & accreditation status	Not covered in this course.
IV	Teacher & principal evaluation PDAS:: http://www4.esc13.net/pdas/	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.	Not covered in this course.
I,II,III,IV	Skills & Expectations of Educators	The skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in Texas	Not covered in this course.

INDC 4380 Essential Elements of Social Studies

Electronic Journal Assignment

We will be utilizing Blackboard extensively for this class. All of your completed assignments and postings to Blackboard should be compiled to create the *Electronic Journal Assignment*. The compilation should be created in an organized manner and include an APA style title page. The date of each assignment must be noted in the *Electronic Journal* compilation. The assignment may be completed using *OneNote*. This assignment must be turned in on the class Blackboard Assignment page. Each dated posting will be weighted equally for a total of 100 points for the assignment. The *Electronic Journal Assignment* should also be posted to your student web page

Guidelines for the Internet Site Resource List (ISR List)

1. Find five Internet Web sites that would be useful to you as a social studies teacher and answer the following questions about each site:
 - a. What is included on the website?
 - b. How could you use the website as a resource in your classroom?
 - c. What is your opinion of the website as a useful resource?
2. Find five Internet Web sites that your students could use to learn about for social studies topics and answer the following questions about each site:
 - a. What is included on the website?
 - b. How could your students use the website as a resource in for learning social studies?
 - c. What is your opinion of the pros and cons of the website as a resource for your students?
3. Organize and format your ISR List in a useable format and submit the assignment on Blackboard with an APA formatted cover sheet.

Additional Guidelines:

If you have an idea for your unit plan, you may want to concentrate on searching for sites related to your topic.

Assessment:

Each of the five website is worth a total of 10 points. Each section; a, b, c; is worth 3 points each. Be specific and use two or three descriptive sentences to answer the question in each section. One point per website will be assessed for the relevance of the website to the study of social studies.

Essential Elements of Social Studies

INDC 4380

Unit Development Project

Name _____ Semester _____ Grade _____

Select specific grade level social studies TEKS, and a theme or topic to create a Unit that will last for two weeks. Part of the Unit Development Project includes fully developed lesson plans for three days of the unit. The lesson plans will be completed as Journal Assignments and included as part of your 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 or copy from the internet. Your Unit should include all of the elements listed below. The entire Unit Development Project must be posted on BlackBoard.

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.

1. One must follow the Hunter model,
2. One must follow the Concept Attainment model, and
3. One must follow be an Inquiry model.
4. Additionally, the following instructional strategies must be included in at least one of the lessons
 - a. Integrate Technology,
 - b. Cross-curricular
 - c. Cooperative Learning.
5. All lesson plans must include modifications as needed for special populations in the classroom.
6. Label the lesson model and the instructional strategy used in each lesson at the top of the each Lesson Plan. (Extra Points will be deducted if the Lesson Plans are not labeled.)

10 points _____ **Resources-Design** – include the following components:

1. A representation of the unit bulletin board,
2. A power point slide used in the unit,
3. An APA style bibliography of any books, videos, software, websites, etc. used in the unit.

Total _____

Comments:

Houston Baptist University
Social Studies for Pre-Adolescents
EDUC 5380
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. 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, presenting an activity 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 should 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, the topic, and objectives** 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. You must share the *Focusing Event*, some of your *Teaching/ Learning Procedures* and the *Closure* as part of your mock lesson.
5. Refer to the *Lesson Presentation Rubric* for additional guidance with the lesson cycle.

Lesson Model:
Instructional Strategie(s):

Houston Baptist University
School of Education
Social Studies Lesson Plan Format
(Hunter Model Criteria included in Parenthesis)

Subject: Grade Level: Time Estimate:

Unit: Topic:

TEKS:

Content Objectives):

Process Objective(s):

Value(s) Objectives:

Materials/Resources/Technology needs:

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:

Lesson Plan Presentation Rubric

Table is lesson plan presentation rubric for items being assessed.			
Items being Assessed	Excellent 14 points	Satisfactory 12 points	Below standard 10 points
Anticipatory Set	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.
Teacher Input	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.
Modeling the behavior	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.
Check for comprehension	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
Guided practice	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.
Closure	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.
Overall Mock lesson evaluation	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:

Lesson Plan Activities 1-4

Beginning Steps to Creating the Unit Plan Project

1. For Lesson Plan Activities 1-4, you may work in groups of two or three.
2. Each person must post the assignment for each Activity 1-4.
3. Some class time will be allocated to work on these activities.
4. All the activities must be based on the TEK and the topic of the literature you select.
5. You should respond to the activity prompts within the document.
6. Activities 1-4 must be posted BlackBoard by their specific due date.

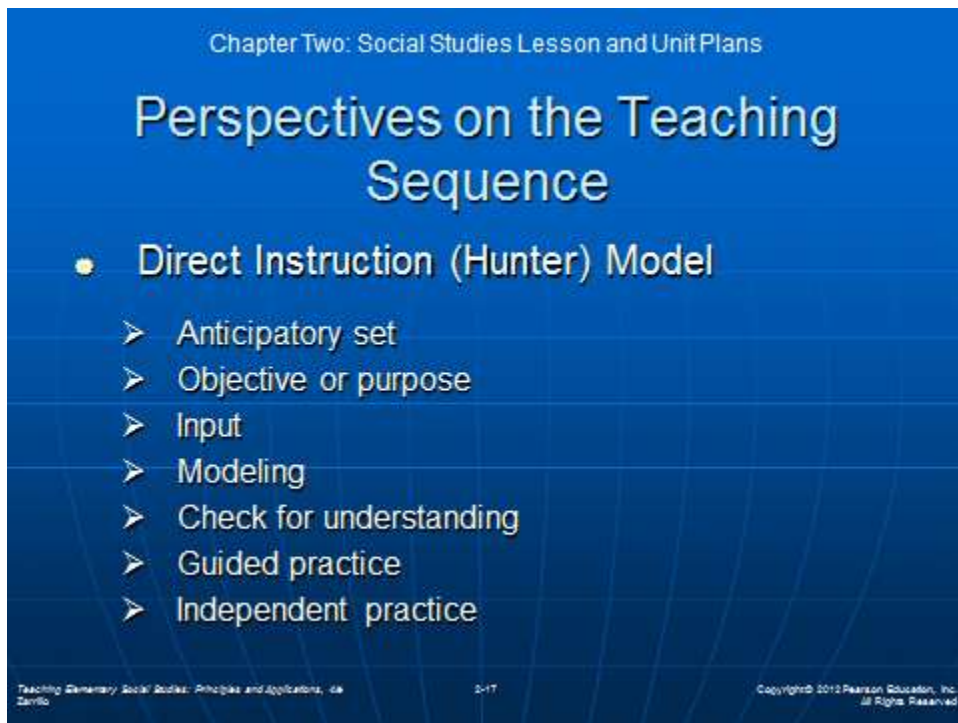
Part 1

1. After reviewing the Social Studies TEKS and determining a topic that you are interested in using for these activities. Select a children's book based on a topic that your group would like to use to create a lesson plan. The topic should be one that could be used to use to complete the Unit Plan Project.
2. Find two different lesson plans that address this topic on the Internet. (These sites may be used on your Internet Resource List.) Copy the link to the plans and paste each link below.
Plan A:
Plan B:
3. Critique each lesson plan by responding with a short answer to the questions below. Insert a "short answer" below each question for Plan A and Plan B.
 1. Do they have standards? (Such as TEKS)
 2. Do they have objectives?
 3. If so, are they expressed using Bloom's taxonomy verbs?
 4. Are they content, process, or value objectives?
 5. Does the plan connect to a student's real life?
 6. Are hands-on activities included?
 7. Does the plan include reading and writing?
 8. Does it seem age appropriate/developmentally appropriate for the grade level listed in the plan?
 9. Is the plan multicultural? If so, how?
 10. Does the plan address learning styles by using various modes of learning?
 11. Can the plan be able to be accomplished for the grade in the time planned?
 12. What is your opinion of this lesson plan?
4. Cut and paste the Word document to your reply to the Discussion Posting, Lesson Plan Activity 1.

You may use Chapter 2 about Lesson and Unit Planning as a reference to guide your responses.

Lesson Plan Activity – Part 2

1. In your cooperative group, using the children’s book selected by the group, begin designing a lesson plan which follows the Hunter model.
2. Be sure to designate TEKS.
3. Be prepared to discuss your selection and ideas for lesson objectives in class.
4. Reply on BlackBoard to Lesson Plan Activity 2 with the TEK you selected, the name of the book chosen, and a draft of your content, process, and value objectives.



Always end lesson with “Closure” - Includes summary of learning and what happens next!

Lesson Plan Activity – Part 3

1. In your cooperative group, discuss the dimensions of an inquiry lesson.
2. Search through your book to find how it could be incorporated into an inquiry lesson that comes before or after the Hunter lesson plan you designed previously.
3. Using the Lesson Plan Format or the Social Studies Lesson Plan Format in the Course Content section, design a lesson using this book.
4. Be sure to designate TEKS.
5. Be prepared to share this lesson with the class explaining the various parts by attaching the completed lesson as a reply to this posting.

**HBU SCHOOL of EDUCATION
LESSON PLAN TEMPLATE**

Subject:
Grade Level:
Date:
Time Estimate:

Unit:

Topic:

Goal(s):

Objective(s):

TEKS:

Materials/Resources/Technology Needs:

Instructional Procedures

Focusing Event

- **Anticipatory Set:**
- **Objective or Purpose:**

Teaching/ Learning Procedures

- **Instructional Input:**
- **Modeling:**
- **Check for Understanding**
- **Guided Practice**
- **Independent Practice**

Formative Check (ongoing or specific):

- **Check for Understanding**

Reteach (alternative used as needed):

Closure:

(Closure" - Includes summary of learning and what happens next!)

Assessment/Summative Evaluation:

Modifications/Notes:

Lesson Plan Activity - Part 4

1. In your cooperative group, discuss what would come before your two plans and after your two plans.
2. Create a 10 day grid that can be used for planning a unit.
3. Design activities being sure to include the following on at least one day:
 - a. technology
 - b. cooperative learning
 - c. guest speaker or field trip
 - d. multicultural awareness
 - e. hands-on activity or project
4. Be prepared to share this grid with the class explaining the various parts. Attach it as a reply to this posting.

10 Day Unit Plan Grid

Day	Lesson Title	Activities	Goals & Objectives <small>*Content/Process/Value</small>	TEKS #	Resources
1					
2					
3					
4					
5					

10 Day Unit Plan Grid

Day	Lesson Title	Activities	Goals & Objectives <small>*Content/Process/Value</small>	TEKS #	Resources
6					
7					
8					
9					
10					

Full text of TEKS used:

Current Events Assignment

Current events are an essential component of a fully developed social studies curriculum. For this assignment students will use the following criteria to create and present a current event lesson. This lesson may become part of your Unit Plan Project.

Students are responsible for:

1. Reviewing the Social Studies TEKS, selecting a target grade level and social studies strand, watching the news in order to determine an appropriate current events lesson that could be used in an EC-7th grade classroom.
2. Use the HBU Lesson Plan format to create an original current event lesson.
3. You may use a search engine to find news, or use some of the links below as you determine the content and activities included in your lesson. Do not copy an entire lesson from a website or published resource.

Sample Web Resources

www.timeforkids.com; [KidsPost](#); [NY Times Student Connections](#); [Online News Hour Extra](#); and [CBC4Kids](#)

Assessment Rubric for Current Event Assignment

Criteria	Point Value	Point Value Earned
Lesson plan properly completed.	15	
Current event is actually current	10	
Lesson is appropriate for the grade level	10	
Lesson supports appropriate TEK	10	
Lesson relates to a strand of SS	10	
Overview Contained: <i>Lesson Objectives, Focusing Event, some Teaching/ Learning Procedures and the Closure</i>	25	
Creativity	10	
Lesson met time requirements	10	
TOTAL	100	

Essential Elements of Social Studies **Museum Exhibit Planning**

To get started planning your *Museum Exhibit* answer the following questions using complete sentences, proper grammar, and correct punctuation. Your responses and the completed *Museum Exhibit* must be research based. Your responses should adequately describe your *Museum Exhibit* with enough detail that someone else could create the exhibit using the descriptions given. Insert your responses below each of the following questions. Review the following *Museum Exhibit Rubric* for more details on the assignment and grading criteria. The planning document will also be graded using this rubric.

1. What is the topic of your exhibit?
2. What do you know about your topic?
3. What do you want to learn about it? Be as specific as possible.
4. Describe the origins of your research. What sparked your interest? Why do you want to know more?
5. List at least five questions you have about your topic that your Museum Exhibit will answer.
 - A.
 - B.
 - C.
 - D.
 - E.
6. Describe your plan for collecting information and creating artifacts.
7. List two primary sources and three additional resources that you anticipate using.
8. List the six artifacts and at least one document you anticipate displaying. Include curator notes that you would use in your exhibit for each artifact.

Artifacts

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Documents

- 1.
- 2.

Essential Elements of Social Studies **Museum Exhibit Rubric**

	20 Points	18 Points	15 Points	10 Points
Required Elements	<i>Includes at least one written document and at least six artifacts that represent at least four different aspects of the area of exhibit. Curator's notes are included for all artifacts.</i>	<i>Includes one written document and at least six artifacts that cover at least three different genres. Curator's notes are included for all or most artifacts.</i>	<i>Missing one to two required elements. May have no document or fewer than six artifacts. Curator's notes are included for most artifacts.</i>	<i>Missing three or more required elements(i.e., the written document and six museum artifacts). Curator's notes are incomplete or not included for the artifacts.</i>
Topic/Content	<i>Artifacts in the exhibit clearly relate to the main topic. Covers topic completely and in depth. Encourages readers to know more.</i>	<i>Artifacts in the exhibit clearly relates to the main topic. Includes essential information and enough elaboration to give readers an understanding of the topic.</i>	<i>Artifacts in the exhibit clearly relates to the main topic. Includes some essential information with few facts or details.</i>	<i>Artifacts in the exhibit have little or nothing to do with the main topic. Includes little essential information and only one or two facts</i>
Creativity	<i>A lot of thought was put into making the exhibit interesting and informative as shown by creative artifacts and curator's notes.</i>	<i>Some thought was put into making the exhibit interesting and informative as shown by artifacts or curator's notes.</i>	<i>Some thought was put into making the exhibit interesting and informative, but some of the things made it harder to understand/enjoy.</i>	<i>Little thought was put into making the exhibit interesting or informative.</i>
Bibliographical Resources	<i>Includes properly cited sources and complete information.</i>	<i>Documentation is included for all sources, but some bibliographical information is missing.</i>	<i>Documentation for some sources is missing and/or incomplete.</i>	<i>No documentation is included.</i>
Mechanics	<i>Grammar, spelling, punctuation, capitalization are correct. No errors in the text.</i>	<i>Includes 2-3 grammatical errors, misspellings, punctuation errors, etc.</i>	<i>Includes 3-4 grammatical errors, misspellings, punctuation errors, etc.</i>	<i>Includes more than 5 grammatical errors, misspellings, punctuation</i>

Comments:

Student's Name: _____

Total Points Earned: _____

Essential Elements of Social Studies
Documentary Planning

Directions: Your *Documentary* and the following responses must be research based. Answer the following questions using complete sentences, proper grammar, and correct punctuation. Your responses should adequately describe your *Documentary* with enough detail that someone else could create the documentary from the descriptions given. Insert your response below each of the following questions. Review the *Documentary Rubric* for more details on the assignment and grading criteria.

1. What is the topic of your documentary?

2. What do you know about your topic?

3. What do you want to learn about it? Be as specific as possible.

4. Describe the origins of your research. What sparked your interest? Why do you want to know more?

5. List at least five questions you have about your topic. Your documentary should answer these questions.
 - A.
 - B.
 - C.
 - D.
 - E.

1. Describe your plan for collecting information and creating video.

2. List two primary sources and three additional sources that you anticipate using.

8. Your time limit is 5 minutes. List your content plan for each minute. Include appropriate documentation of content.
 - 1st

 - 2nd

 - 3rd

 - 4th

 - 5th

Documentary Rubric

Title of Documentary: _____

Group members: _____

CATEGORY	20	15	10	5	Subtotal
Point of View - Purpose	Establishes a purpose early on and maintains a clear focus throughout.	Establishes a purpose early on and maintains focus for most of the presentation.	There are a few lapses in focus, but the purpose is fairly clear.	It is difficult to figure out the purpose of the presentation.	
Content	Presents accurate, relevant information in a well-organized manner.	Presents accurate, relevant information in an organized manner.	Presents some accurate, relevant information in a somewhat organized manner.	There is little or no interesting, relevant content and a lack of organization.	
Images	Images create a distinct atmosphere or tone that matches different parts of the documentary. The images may communicate symbolism and/or metaphors.	Images create an atmosphere or tone that matches some parts of the documentary. The images may communicate symbolism and/or metaphors.	An attempt was made to use images to create an atmosphere/ tone but it needed more work. Image choice is logical.	Little or no attempt to use images to create an appropriate atmosphere/ tone.	
Voice/Music - Pacing	The pace (rhythm and voice punctuation and/or music) fits the story line and helps the audience really "get into" the documentary.	Occasionally speaks too fast or too slowly for the story line. The pacing (rhythm and voice punctuation and/or music) is relatively engaging for the audience.	Tries to use pacing (rhythm and voice punctuation and/or music), but it is often noticeable that the pacing does not fit the story line. Audience is not consistently engaged.	No attempt to match the pace of the documentary to the content storyline or to the audience.	
Videography/ Editing	Strong use of quality videography including camera angle, framing and lighting that add to the overall impact of the documentary. Transitions, effects, audio, and edits are appropriate to the subject matter, add to the flow, and don't distract from the documentary.	Some elements of videography including camera angle, framing and lighting that add to the overall impact of the documentary. Most transitions, effects, audio, and edits are appropriate to the subject matter, add to the flow, and don't distract from the documentary.	Very few elements of videography including camera angle, framing and lighting that add to the overall impact of the documentary. Some transitions, effects, audio, and edits are appropriate to the subject matter, add to the flow, and don't distract from the documentary.	Little to no elements of videography including camera angle, framing and lighting that add to the overall impact of the documentary. Little to no transitions, effects, audio, and edits that are appropriate to the subject matter, add to the flow, and don't distract from the documentary.	

Final Score:

Comments:

The Harkness Discussion

Harkness Discussions will be conducted as a means of facilitating learning contained in the text. Students will be leading and participating in these discussions. Questions for the Harkness Discussions may become a BlackBoard Journal Discussion Assignment.

The Harkness Discussion is a method of conducting and evaluating group discussion which was developed at Phillips Exeter Academy. The teacher acts as little as possible, serving mostly as an observer. The students participate in the discussion as a team: this is not a competition. Everyone is expected to contribute in such ways as the following:

- organizing, leading	- analyzing the text, a comment, or the discussion itself
- summarizing, restating, clarifying	- restarting the discussion
- offering examples from the text	- filling in a hole
- asking questions	- arguing a point
- commenting or giving an opinion	- asking for new information
- making a suggestion	- asking for comments or reactions
- asking for clarification	- making connections with other texts, situations, or discussions
- reacting to comments	

Since this is a team effort, there will be a team grade. The whole class will get the same grade, with two exceptions: students who do not participate at all will be marked down; other students who perform truly exceptional group-benefit feats - for example by “saving” or immensely uplifting a discussion that is going bad - will be given individual credit.

A discussion for which everyone would receive an “A” would look like this:

- Everyone participates, and more or less equally.
- The pace allows for clarity and thoughtfulness, but not sleep.
- There is a sense of balance and order: focus in on one speaker and one idea at a time.
- There is an attempt to resolve questions and issues before moving on to new ones.
- There is a clear sense of what the group has covered and how.
- The loud do not dominate; the shy are encouraged. Everyone is clearly understood.
- Students are animated, sincere, helpful.
- The conversation is lively.
- When the process is not working, the group adjusts. Those unhappy with the process say so.
- Students take risks and dig for new meanings.
- Students back up what they say with examples, quotations, etc.
- All students come well-prepared.
- The text, if there is one, is referred to often.

The class will earn a “B” by doing most of the things on this list, a “C” by doing only half of what’s on the list (half the class is cruising), and a “D” by doing less than half (Everyone is cruising.)

During the Harkness discussion, the teacher may choose to simply sit and make notes on the dynamics of the discussion, perhaps by using the list above as a rubric. It is often helpful to pause the discussion at ten or fifteen minute intervals for a “reality check.” The teacher may wish to project the rubric onto the board and ask the class to self-assess. How are we doing? What do we need to do differently during the next ten minutes to make this a better discussion? Alternatively, the teacher may choose to assign one or more students as process observers and ask them to give feedback to the group at specified intervals.

Participation Guidelines

- **Refer to the text** when needed during the discussion. A seminar is not a test of memory.
- Your goal is to understand the ideas, issues, and values reflected in the text.
- Do not stay confused; ask for clarification.
- Talk to each other, not just the moderators.
- Stick to the point currently under discussion; make notes about ideas you want to come back to.
- **Don't raise hands; take turns speaking.**
- **Listen carefully and respectfully.**
- **Make eye contact with the speaker and be aware of your body language.**

In an ideal class:

- **Everyone** has participated significantly and, more or less, equally.
- The pace allows for clarity and thoughtfulness, but not boredom.
- There's a sense of balance and order: focus is on one speaker at a time and one idea ("on the floor") at a time.
- There's an attempt to resolve questions and issues before moving on to new ones.
- There's a clear sense of what the group has covered and how.
- Comments are not lost, the loud do not dominate, the shy are encouraged.
- Students are animated, sincere and helpful.
- The discussion is lively without being "hyper" or superficial.
- Everyone is clearly understood. Those who are not heard are urged to repeat. Those who do not hear or understand are urged to speak up.
- Students take risks and dig for deep meanings, new insights.
- Students back up what they say with examples, quotations, etc.
- Students ask each other to back up assertions with proof (if possible).
- There is also a need for much speculation and even "uneducated" guessing in a discussion like this.
- The TEXT is referred to often!

Remember: You will ask a lot of questions, and not all of them will have easy answers. The emphasis is on discovery rather than conclusion. It's ok not to answer all of the questions, if you think of an interesting sidetrack to take.

Questions for First Harkness Discussion on Models of Teaching: Frame of Reference – Beginning Inquiry; Where Models of Teaching Come From – “We survey a selection of the most useful models of teaching, examine them as models of learning for students, and consider how to build communities of learners.”

Note: these are questions to get the discussion started and/or move it along. You don't need to get to all these questions in your discussion—your own questions are just as good—better, in fact!

1. What is the key to the effectiveness of models of teaching?
2. What is the key to our work as teachers who design lessons?
3. What are the steps of the inquiry lesson?
4. What is the teacher assessing in an inquiry lesson?
5. Why are values important in inquiry lessons?

Leading a Class Discussion

- Please be responsible for making sure that important developments/issues/passages occurring in your assigned pages get discussed. Because some readings will be meatier than others, let the content be your guide as to how to conduct the class.
- Consider giving a short writing assignment or doing an interesting warm-up exercise. You may use props, bring relevant show-and-tell materials and/or meaningful treats (of the culinary sort).
- Be thoughtful, creative, competent. Please try to come up with your own unique way of presenting material/soliciting ideas from the class.
- Make sure that everyone participates on the day of your student teaching.
- Most of all - have fun!

Leading a Class Discussion Rubric:

- Preparation for leading discussion is obvious for assuring important developments/issues/passages are covered during the discussion -
- Creative opening/activity focuses attention of learners.
- Thoughtful, creative, and competent learner of discussion/presenting materials/soliciting ideas from participants
- Assures that everyone participates in the discussion.
- Consistently, brought the discussion back to the text.
- Encouraged participants to analyze text and consider ideas and value of model.

Other Roles

Documentarian: Document the discussion to allow other students to fully participate in the discussion.

Discussion Observer: Document discussion using the tools below.

Note to other participants: Please be aware that you should make an extra effort on student teaching days to come prepared and help the class go well.

Student--Discussion Assessment Tool

Discussion Date: ____/____/____

Topic: _____

Key:

T = text reference

C = contextual reference to course material

Q = asking a question

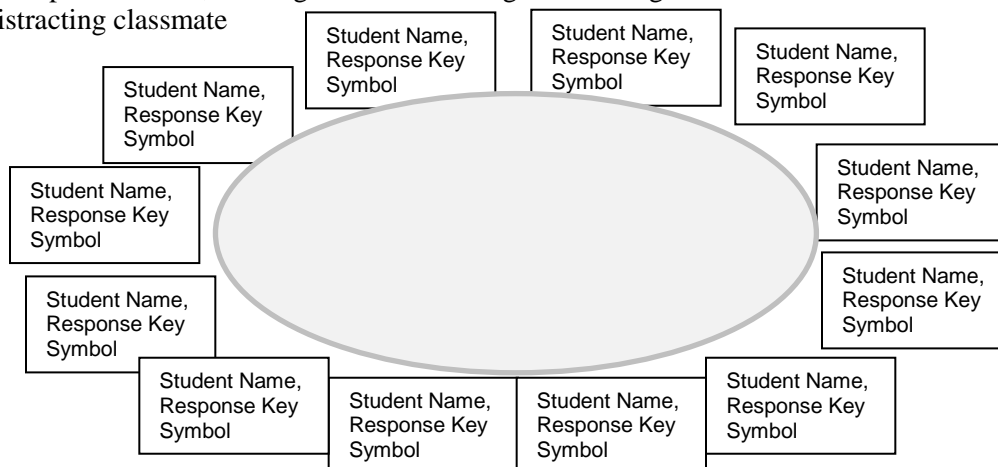
R = redirecting discussion in positive direction

N = referring to student by name

I = interrupting

O = off-topic comment; sending discussion in negative or tangential direction

D = distracting classmate



Discussion/Harkness Participation Rubric

	Excellent 25 pts	Very Good 20 pts	Acceptable 15 pts	Needs Improvement 10 pts
Participation	<p>Excellent</p> <p>Takes part on a regular basis in an appropriate way; does not dominate the conversation. Consistent, constructive participant.</p>	<p>Very Good</p> <p>A bit dominant; could encourage others to speak more.</p> <p>OR</p> <p>Could speak a bit more regularly.</p>	<p>Acceptable</p> <p>On occasion, needs to be reminded to share time</p> <p>OR</p> <p>On occasion, needs to be reminded to speak up.</p>	<p>Needs Improvement</p> <p>Has been reminded on several occasions about being dominant.</p> <p>OR</p> <p>Has been reminded on several occasions to take part.</p>
Critical Thinking	<p>Excellent</p> <p>Makes in-depth, focused connections to previous comments, classes, coursework, or other texts and events. Consistently exhibits attention to detail and mastery of the material.</p>	<p>Very Good</p> <p>Makes connections to previous comments, classes, coursework, or other texts and events. Exhibits strong understanding of the material.</p>	<p>Acceptable</p> <p>Ideas expressed sometimes further the discussion, but often reiterate statements that have already been made. Exhibits some understanding of material. May make irrelevant comments.</p>	<p>Needs Improvement</p> <p>Ideas expressed rarely further the discussion, and frequently reiterate statements that have already been made. Occasionally exhibits understanding of material. Often makes irrelevant comments.</p>
Text References	<p>Excellent</p> <p>Consistently cites text, giving page number and passage location.</p>	<p>Very Good</p> <p>Generally cites text.</p>	<p>Acceptable</p> <p>Occasionally cites text.</p>	<p>Needs Improvement</p> <p>Rarely cites text.</p>
Table Behavior	<p>Excellent</p> <p>Listens very attentively. Addresses comments to peers, not just teacher. Uses names & eye contact, and body language reflect high level of engagement. Is always respectful of others' opinions.</p>	<p>Very Good</p> <p>Listens well. Can get sidetracked, but comments are usually related to discussion. Uses names and eye contact most of the time, and is engaged. Is respectful of others' opinions.</p>	<p>Acceptable</p> <p>Listens. Can be easily distracted. Uses names and eye contact some of the time, and is usually engaged. Is respectful of others' opinions.</p>	<p>Needs Improvement</p> <p>Listens sometimes. Rarely uses names and/or eye contact. Is withdrawn or quiet. Is sometimes respectful of others' opinions.</p>

Comment:

Discussion/Harkness Leader Rubric

	Excellent 20 pts	Very Good 18 pts	Acceptable 16 pts	Needs Improvement 12 pts
Leader Participation: Guides discussion by encouraging participants to analyze text, consider ideas, and evaluate the value of model.	<p>Excellent</p> <p>Takes part on a regular basis in an appropriate way; does not dominate the conversation. Consistent, constructive participant.</p>	<p>Very Good</p> <p>A bit dominant; could encourage others to speak more.</p> <p>OR</p> <p>Could speak a bit more regularly.</p>	<p>Acceptable</p> <p>On occasion, needs to be reminded to share time</p> <p>OR</p> <p>On occasion, needs to be reminded to speak up.</p>	<p>Needs Improvement</p> <p>Has been reminded on several occasions about being dominant.</p> <p>OR</p> <p>Has been reminded on several occasions to take part.</p>
Critical Thinking: Thoughtful, creative, and competent leader of discussion, presenting materials, soliciting ideas from participants	<p>Excellent</p> <p>Makes in-depth, focused connections to previous comments, classes, coursework, or other texts and events. Consistently exhibits attention to detail and mastery of the material.</p>	<p>Very Good</p> <p>Makes connections to previous comments, classes, coursework, or other texts and events. Exhibits strong understanding of the material.</p>	<p>Acceptable</p> <p>Ideas expressed sometimes further the discussion, but often reiterate statements that have already been made. Exhibits some understanding of material. May make irrelevant comments.</p>	<p>Needs Improvement</p> <p>Ideas expressed rarely further the discussion, and frequently reiterate statements that have already been made. Occasionally exhibits understanding of material. Often makes irrelevant comments.</p>
Text References: Consistently, guides the discussion back to the text.	<p>Excellent</p> <p>Consistently, seeks cites from the text, giving page number and passage location.</p>	<p>Very Good</p> <p>Generally, seeks cites text.</p>	<p>Acceptable</p> <p>Occasionally, seeks cites text.</p>	<p>Needs Improvement</p> <p>Rarely, seeks cites text.</p>
Table Behavior: Assures that everyone participates in the discussion.	<p>Excellent</p> <p>Assures all participate. Listens very attentively. Addresses comments to participants, not just professor. Uses names & eye contact, and body language reflect high level of engagement. Is always respectful of others' opinions.</p>	<p>Very Good</p> <p>Gains participation from majority of participants. Listens well. Can get sidetracked, but comments are usually related to discussion. Uses names and eye contact most of the time, and is engaged. Is respectful of others' opinions.</p>	<p>Acceptable</p> <p>Attempts to gain participation of participants. Listens. Can be easily distracted. Uses names and eye contact some of the time, and is usually engaged. Is respectful of others' opinions.</p>	<p>Needs Improvement</p> <p>Lacks ability to gain participation of participants. Listens sometimes. Rarely uses names and/or eye contact. Is withdrawn or quiet. Is sometimes respectful of others' opinions.</p>
Overall Lesson Preparation: Creative opening activity focuses attention of learners and successfully guides discussion to mastery of content of text.	<p>Excellent</p>	<p>Very Good</p>	<p>Acceptable</p>	<p>Needs Improvement</p>

Comment:

Fritzer Harkness Discussions Assignments

#1 Pages 1 - 21 due on Thursday, September 11 - Read assigned pages and bring 3 questions from the reading to discuss in the Harkness Discussion. Questions must also be posted to BlackBoard.

#2 Pages 21 - 39 due on Tuesday, September 23 - Read assigned pages and bring 3 questions from the reading to discuss in the Harkness Discussion. Create one question at the each of the following levels of Bloom's Taxonomy: Knowledge, Comprehension, and Application. Questions must also be posted to BlackBoard. [As a group, determine which continent each one of you will become the expert on and facilitate learning of important facts, characteristics, cultures, etc. with the other members of your Harkness Group. Your group should discuss every one of the 7 continents. This discussion will occur during Fritzer Harkness Discussion 4.]

#3 Pages 39 - 59 due on Thursday, October 2 - Read assigned pages and write one question at each of the following levels of Bloom's Taxonomy: Analysis, Synthesis, and Evaluation to discuss at your group in a BlackBoard "Harkness" Discussion. Questions must also be posted to BlackBoard.

#4 Pages 65 - 84 due on Tuesday, November 4 - Read the assigned pages and discuss the facts and geographic information with your Harkness group. Divide the continent between the members of your group. Each group member should become an expert about their continent. As an expert about your continent facilitate the Harkness Discussion for your continent. Remember to cover important facts, characteristics, cultures, etc. with the other members of your Harkness Group. Post an Advanced Organizer on BlackBoard to facilitate the discussion. Your group should discuss every one of the 7 continents.

#5 Pages 89 - 111 due on Tuesday, November 18 - Read the assigned pages and select 3 vocabulary words and/or terms to define and discuss with your Harkness group. Post the 3 vocabulary words and/or terms that you select with their definitions on BlackBoard.