

The School of Education and Behavioral Sciences

Houston Baptist University

Course Syllabus
EDUC 5380: Essential Elements of Social Studies
Spring 2013

COURSE DESCRIPTION

This course provides an in-depth study of social studies content and skills, as well as teaching/learning materials and strategies for developing content and skills at preschool through 8th grade levels. Teachers will apply content knowledge as they learn to implement and enhance classroom essential knowledge and skills; construct assessments that assess in a differentiated manner using multiple approaches to assessment; and, create diagnostic assessment tools. Emphasis is placed on developing a professional perspective and knowledge base designed for service as a teacher leader at campus/district/national levels. Technology integration to enhance instruction is an integral element of the course. Prerequisites: EDUC 6302/6312

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

For students in the MEd Curriculum and Instruction program, this course may be taken any time as part of a specialization in EDUC or as an elective in other programs. In order to take this course for credit, a student should have been admitted to the teacher education program and graduate program and successfully completed EDUC 6302/6312 or an approved course equivalent. This course is required for graduate students seeking an EC-6 elementary certification or a 4-8 Composite Social Studies Masters degree.

DATE AND TIME OF CLASS MEETINGS

Class meets every Wednesday from 5:00-7:25

ROOM NUMBER

Hinton 114

INSTRUCTOR INFORMATION

Name/Title: Dr. Carol McGaughey

E-mail: cmcgaughey@hbu.edu

Office Phone: 281-649-3165

Office Location: Hinton 343

Office Hours: M-Thurs.:2:00-4:00, T & Thurs: 11:00-12:00, Friday: by appointment

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:013256551X

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 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 SCHOOL OF EDUCATION

The mission of The School of Education is to prepare students to be effective professional educators 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 the art, science and practice of teaching;
- **essential learning experiences** that will provide a sure foundation of knowledge and wisdom; and,
- an understanding of their **Christian mission and calling** as educators to influence individual students and the larger society.

In relation to the stated goals and purpose of the School of Education this course will

1. Assist students to establish a strong foundation in the essentials of curriculum and instruction for 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 exploration of the citizenship values inherent in the teaching of social studies and its relationship to their Christian mission.

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; and,
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.

SCHOOL OF EDUCATION REQUIREMENTS RELATED TO TExES AND IDA STANDARDS

- The course learning objectives acquired through the experiences in this course support both the TEA Standards for Pedagogy and Professional Responsibilities and Standards and the International Dyslexia Association (IDA) Standards for Reading.
- A matrix at the end of this document indicates the PPR topics and IDA standards addressed in this course.
- Appropriate grade level TEA guidelines and TEKS are referenced as part of this course.
- A list of specific competencies for this course is presented below. A complete listing of SBEC Standards for all certifications including knowledge and skills statements may be found at: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

TExES Standards.

The following TExES Pedagogy and Professional Responsibilities Standards 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.

The following TExES EC – 12 competencies are represented in this course:

002 The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive.

003 The teacher understands procedures for designing effective and coherent instruction and assessment based 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.

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.

In addition, this course covers Social Studies content Domain III, Standards I-X with the following 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 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.

Technology Objectives. SBEC Technology Standards are incorporated into this course. For a complete listing of the standards, please go to

<http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

This site lists the standards for Technology Applications (All Beginning Teachers) NOTE: These Technology Application standards are expected of ALL beginning teachers and will be incorporated into the TExES for Pedagogy and Professional Responsibilities at each certification level. There is also a list for Technology Applications (EC-Grade 12) at this site.

IDA Standards.

The following International Dyslexia Association (IDA) 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:

1. The Importance of teaching Democratic Citizenship
2. The six strands of Social Studies
 - History
 - Geography

- Economics
- Anthropology
- Political Science
- Sociology
- 3. Transforming Social Studies Curriculum
 - The Integrated curriculum
 - Incorporating multicultural perspectives
 - Global education
 - Current Events
- 4. Strategies for teaching Social Studies
 - Cooperative Learning
 - Children's Literature
 - Current Events
 - Through the arts
 - Technology Integration
- 5. 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. Mock Lessons
4. Small group activities and simulations
5. Technology: Discussion postings, integration in mock lessons and presentation
6. Field trip to museum

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.

School of Education Graduate Comprehensive Examination

Each course in the graduate school program is designed to assist the student in the preparation of the required comprehensive examination taken after 24 semester hours in the program. The rigor of the comprehensive assessment demands the student to evaluate, analyze, and synthesize all learning experiences. By fulfilling course goals, objectives, knowledge and skills involved in learning experiences prepares the graduate student to be successful. This culminating assessment demonstrates the graduate student's capability to think globally regarding educational theory and practice as they become educational leaders in their chosen field of study.

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 Hotlist	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	15%
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	10%
Graduate Research Presentation	2, 11-13	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	10%
Midterm Exam	1-4	PPR 002, 003,004,007,008 SS 019,020,021	10%
Final Exam	1-4,6-8	PPR 002, 003,004,007,008 SS 019,020,021,022,023	10%
Class Participation & Attendance	1-10	PPR 002, 003,004,007,008 SS 019,020,021,022,023	5%

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, PPR, and Social Studies standards previously listed.

Grading Standards

Assessments in this course are designed to correlate to the rigor and expectations addressed within the School of Education Graduate Comprehensive Examination.

94 -100=A; 90-93=A-; 87-89=B+; 83-86=B; 80-82=B-; 77-79=C+; 73-76=C; 70-72=C-; 69 and below=F

It is the student's individual responsibility to be aware of his/her current grade standing in the class and to confer with the professor regarding any assessment concerns/questions during designated office hours. Participation in the University Symposium is a source of bonus credit for this course. More details will be provided at the appropriate time.

Detailed descriptions/rubrics regarding every assessment are provided towards the end of this syllabus and/or provided and discussed in class.

Student Appraisal

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

CLASS POLICIES

Absence and Tardy Policies . Students are expected to attend class each session.. As per University policy, 3 absences for a one day a week class is the maximum that is allowed before an automatic F is assigned. Two tardies equals one absence, as students are expected to be in class on time.

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. 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 must be taken on the day and at the time which they are scheduled. Make-up tests will be given ONLY when the following criteria have been met: prior notification (24 hours) of your need to miss the test and a legitimate reason for missing the test. 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. 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

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

Dr. Carol McGaughey

Dr. Carol McGaughey

Instructor's Signature

TENTATIVE SCHEDULE

Class Date or Meeting:	Topic:	Assign:	Due:
January 9	Course Overview Chapter 1	Read Chapter 1 Hotlist Electronic Journal Current Events Discussion Assignment 1	Current Events: Students sign up for a day to share.
January 16	Museum Visit-Time to be arranged Chapter 2	Discussion Museum Assignment Lesson Plan Activity One Read Chapter 3	Discussion Assignment 1
January 23	Chapter 3	Lesson Plan Activity Two Unit Plan Read Chapter 4	Discussion Museum Assignment Lesson Plan Activity One
January 30	Chapter 4	Lesson Plan Activity Three Read Chapter 5	Hotlist Lesson Plan Activity Two Current Events
February 6	Chapter 5	Read Chapter 5 Lesson Plan Activity Four Read Chapter 6 Mock Lessons	Lesson Plan Activity Three <i>Current Events</i>
February 13	Chapter 6	Review Activities Discussion Activity 2	Lesson Plan Activity Four Current Events
February 20	Midterm	Read Chapter 7 Documentaries/ Exhibits Discussion Activity 3-Technology	Discussion Activity 2

February 27	Chapter 7	<i>Read Chapter 8</i>	Discussion Activity 3-Technology
March 6	Chapter 8	Read Chapter 9	
March 20	Mock Lessons Presented Chapter 9	Read Chapter 10	Unit Plan/Mock Lessons
March 27	Chapter 10	Read Chapter 11 Work on Documentaries/ Exhibits	
April 3	Chapter 11	Read Chapter 12 Work on Documentaries/ Exhibits	
April 10	Graduate Projects Presented	Work on Documentaries/ Exhibits	Graduate Projects
April 17	Work on Documentaries/ Exhibits	Begin to Study for Final Exam	
April 24	Documentaries/Exhibits / Review for Exam	Study for Final Exam Discussion Activity 4	Documentaries/ Exhibits <i>Electronic Journals</i> Due December 3 to include Discussion Activity 4
	Final Exam		

COURSE ACKNOWLEDGEMENTS

Syllabus Statement

I am aware of all topics listed and described in the course syllabus --by reading the syllabus on my own and through class discussions. Such topics include, but are not limited to the following:

- course description; course sequence in the curriculum and pre-requisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of School of Education;
- course learning objectives;
- TExES competencies covered;
- topical outline and learning strategies;;
- assessment for learning: requirements & grading standards;;
- **HBU CLASS POLICIES – Please read the secondary document uploaded to Blackboard;**
- additional policies for this class: **attendance**, late work, missed tests and electronic devices; and
- 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.

Cheating is a catch-all term for not doing your own work. 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 in this class. If a student cheats and/or plagiarizes, then the student will receive a "0" for the assignment and/or fail the course. Any attempt during a test to consult with notes or another person or to look at another's test will constitute cheating. If you share answers in any way, both students will receive a "0" for the test and/or fail this course. 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 and will result in a "0" and/or course failure. **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.

By signing this page, **I affirm** that I have read and understand the contents of this course **Syllabus Statement and the Professional Integrity Statement**. 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 put it in your class folder.]

Pedagogy and Professional Responsibilities Course Correlation to TAC §228.30*

*Source: TEA Audit Monitoring Handbook 2009

EC-12 PPR Standard	Curriculum Topic TAC §228.30	Essential Components	Learning Experiences/ Products
I, III	1. Reading Instruction <i>Programs are encouraged to select from a variety of theories and methods appropriate for teaching these five essential components of reading instruction.</i>	1. Text Structure (organization) 2. Vocabulary teaching strategies 3. Identifying the word (root, prefix, suffix) 4. Fluency (words per minute correct) 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	Not addressed in this course
I, II, III	3. Child Development	Programs will teach a variety of theories for child development.	
I, II, III,	4. Motivation	Programs will select from a variety of theories and methods appropriate for teaching motivation.	Specifically we spend time on motivation with technology and authentic assessment ideas. Students can either create a museum exhibit or digital story
I I, II, III	5. Learning Theories	Programs will teach a variety of learning theories	Several theories taught including Vygotsky
I, III	6. TEKS Organization,	http://ritter.tea.state.tx.us/teks/	A lot of time is spent looking at how the TEKS are developed across the grade levels.
I, III	7. Content TEKS	http://ritter.tea.state.tx.us/teks/	Students create Lesson Plans and learn about the development of TEKS including the different strands of social studies.
I, II, IV	8. TAKS Responsibilities	http://www.tea.state.tx.us/ click on Testing/ Accountability, click on Texas Essential Knowledge and Skills for much more information.	Students read about TAKS responsibilities and we talk about it in class discussions. They also take the 8 th grade SS TAKS test and reflect on their own content knowledge.
I, II, III	9. Curriculum Development and Lesson Planning	Programs will select from a variety of theories and methods appropriate for teaching curriculum development and lesson planning.	Through readings and practice, students select from various resources to plan for a social studies interdisciplinary instructional unit.
I, III	10. Classroom Assessment and Diagnosing Learning Needs	Programs will select from a variety of theories and methods appropriate for teaching formative assessment to diagnose learning needs and other types of classroom assessment.	Students create a rubric for one authentic assessment piece.
II, IV	11. Classroom Management	Programs will select from a variety of theories and methods appropriate for teaching classroom management.	Readings and class discussions are focused on the computer lab classroom and management of a one computer classroom.
I, II, III, IV	12. Special Populations ELPS—English Language Proficiencies http://ritter.tea.state.tx.us/curriculum/bilingual/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 1. learning strategies 2. listening 3. speaking 4. reading 5. writing B. G/T 1. Learner characteristics and development 2. Instructional strategies 3. Socio-cultural influences 4. Identifying GT C. Special Education 1. Acronyms/Terms 2. Modifications/ Accommodations 3. Inclusion 4. Parent Involvement 5. Discipline	A lot of attention is spent talking about how to modify curriculum for ESL/Bilingual students, GT students and even special education. Social Studies is always an area that has high inclusion levels and so strategies for including all students is addressed, read about, and assessed.
III, IV	13. Parent Conferencing and Communication Skills	Programs will select from a variety of theories and methods appropriate for teaching communication skills and parent conferencing.	Not addressed in this course.

I, III	14. Instructional Technology http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp	SBEC Tech . Stds. 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 5 technology standards.
I, III, IV	15.Pedagogy/ Instructional Strategies http://olc.spsd.sk.ca/DE/PD/instr/index.html	Programs will teach a variety of instructional strategies suitable for all classrooms and also for specific subjects and content.	Mostly class time is spent finding ways to integrate technological instructional strategies. Each week a new strategy is addressed.
I, II, III, IV	16. Differentiated Instruction	Programs will teach 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 including their Internet Scrapbook and 10 Interactive games tools.
IV	17. Certification Test Preparation (6 clock hours required)	Testing study guides, standards, frameworks, competencies www.TEXES.ets.org	Examine the Technology TEKS , ISTE standards, and NETS for both teachers and students.

Essential Elements of Social Studies
EDUC 5380

Current Events

I believe it is very important for teachers to incorporate Current events into their social studies curriculum. Consequently, each student will sign up for a day in which they are responsible for watching the news for the previous day in order to present a current events lesson/activity that could be used in an EC-6, 4-8 , or 8-12 classroom (you may identify the target grade level). There are many kid friendly sites available. You may use Google or another search engine to find news, or use some of the links below as you determine what you want to share with the class on your assigned day. Use the HBU lesson plan format to plan your short lesson. You will be limited to a 5 minute lesson time generally at the beginning and ending of the class period. A copy of the lesson plan will be given to the instructor prior to teaching the lesson.

Web Resources

1. www.timeforkids.com
2. KidsPost
3. [NY Times Student Connections](http://NYTimesStudentConnections)
4. [Online News Hour Extra](http://OnlineNewsHourExtra)
5. CBC4Kids

Assessment

You will be evaluated using the following point chart:

Lesson plan properly completed	20 Points
Objectives clearly stated during lesson	20 Points
Current event is actually current	20 Points
Lesson Planned is appropriate for the grade level	20 points
Lesson Relates to a strand of SS	<u>20 Points</u>
Total	100 Points

Guidelines for the Hot List

Essential Elements of Social Studies

EDUC 5380

1. Find 5 Internet Web sites that would be useful to you as a social studies teacher. Tell:
 - a. what they have
 - b. how you could use them
 - c. your opinion of the sites.
2. Find 5 Internet Web sites that your students could use for social studies. Tell :
 - a. what they have
 - b. how you could use them
 - c. your opinion of the sites.
3. Turn in using an organized format with a 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 website is worth 10 points. Each section; a, b, c; is worth 3 points. Be specific using one or two descriptive sentences for each section. One point per website will be assessed by relevance of the website to the study of social studies.

Electronic Journal

We will be utilizing Blackboard for this class extensively. Your postings to the Discussion Area need to be compiled into a dated electronic journal. This will be submitted electronically on the due date to the Assignments section of Blackboard. Instructions will be given in the Discussion postings for these assignments. Due dates will vary for Discussions, however, the compilation will have a specific due date. Your Hot List will be included as part of this Electronic Journal. Each Discussion Posting, including Lesson Planning and the Museum Field trip response, will be worth 10 points.

Essential Elements of Social Studies
EDUC 5380
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 3 days. You will teach one of the lesson plans to the class. Use the Internet, library, magazines, newspapers, etc. to assist you. Do **not** reference a textbook.

5 points _____ **Title Page**-Include your name, unit name, subject, grade level, and length of unit.

5 points _____ **Rationale**– Write a paragraph or two describing what you hope to accomplish with this unit. Why should students study this topic? Include examples of how the information and skills learned will be used 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.

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 at least one of the lesson plans.

15 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
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 7 minute portion of the lesson plan. Be sure to include your Focusing Event and some of your Teaching/ Learning Procedures. Even if you have to cut the lesson very short, you do need to have some form of closure, such as a question or a short summary.
2. You may use visuals, such as posters, white board, chalk board, video, PowerPoint, the overhead, or a document camera. Please let me know if you will need the Computer Lab. 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, please have a revised 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. Refer to the Rubric for Lesson Presentation for guidance.

Lesson Plan Presentation Rubric

Table is lesson plan presentation rubric for items being assessed.			
Items being Assessed	Excellent 14 points	Satisfactory 13 points	Below standard 12 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:

Essential Elements of Social Studies
Museum Exhibit Planning

- 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.**
 - A.**
 - B.**
 - C.**
 - D.**
 - E.**
- 6. Describe your plan for collecting information and creating artifacts.**
- 7. List preliminary sources you anticipate using.**
- 8. List the 6 artifacts and at least one document you anticipate displaying.**

Artifacts

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

Documents

 - 1.**
 - 2.**

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

	4	3	2	1
Required Elements	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.	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.	Missing one to two required elements. May have no document or fewer than six artifacts. Curator's notes are included for most artifacts.	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.
Topic/Content	Artifacts in the exhibit clearly relate to the main topic. Covers topic completely and in depth. Encourages readers to know more.	Artifacts in the exhibit clearly relates to the main topic. Includes essential information and enough elaboration to give readers an understanding of the topic.	Artifacts in the exhibit clearly relates to the main topic. Includes some essential information with few facts or details.	Artifacts in the exhibit have little or nothing to do with the main topic. Includes little essential information and only one or two facts
Creativity	A lot of thought was put into making the exhibit interesting and informative as shown by creative artifacts and curator's notes.	Some thought was put into making the exhibit interesting and informative as shown by artifacts or curator's notes.	Some thought was put into making the exhibit interesting and informative, but some of the things made it harder to understand/enjoy .	Little thought was put into making the exhibit interesting or informative.
Bibliographic Resources	Includes properly cited sources and complete information.	Documentation is included for all sources, but some bibliographical information is missing.	Documentation for some sources is missing and/or incomplete.	No documentation is included.
Mechanics	Grammar, spelling, punctuation, capitalization are correct. No errors in the text.	Includes 2-3 grammatical errors, misspellings, punctuation errors, etc.	Includes 3-4 grammatical errors, misspellings, punctuation errors, etc.	Includes more than 5 grammatical errors, misspellings, punctuation

Essential Elements of Social Studies
Documentary Planning

- 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.**
 - A.**
 - B.**
 - C.**
 - D.**
 - E.**
- 6. Describe your plan for collecting information and creating video.**
- 7. List preliminary sources you anticipate using.**
- 8. Your time limit is 5 minutes. List your content plan for each minute.**
 - 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: