



Texas A & M University – Commerce
Department of Education Curriculum and Instruction

Social Studies Curriculum for Grades 1-8
ELED 557.01W (Online Course)
Fall, 2015

Instructor: Dr. Susan Szabo (Say/bow; the z is silent), Associate Professor

Office Hours: This is a virtual class, so my office hours are Monday-Sunday through virtual office. Please use virtual office via eCollege. For personal problems please email me directly. (I am online daily. However, allow 24 hours for response time). In addition, when someone posts a question in virtual office, and you know the answer, please feel free to answer it. We are all teachers and we are all learners in this class. In addition, my office email is (Susan.Szabo@tamuc.edu). If you want me to call you, email me your phone number and I will call in the evening.

Need Help because this is your First Online Class? During the first week of class, if you are new to online coursework and feel unsure of what to do, please email me with your phone number and a time to call you. I will talk you through eCollege and where everything is located. There is also a nice tutorial on how to use eCollege that you can view.

COURSE INFORMATION

Textbooks/WebQuests: This course has no textbook but there is still LOTS of reading. The WebQuests have you examine the Social Studies TEKS, the social studies themes, the Social Studies Standards and the national curriculum standards for social studies. WebQuests can be found in eCollege in Doc Share. It is **NOT** recommended that you print all this information, as there are active links within the webquest. Save a tree!

Instead, it is recommended that you first create a Social Studies folder. Then within this main folder, create another subfolder within the main folder and entitle it Week 1 and the name of the WebQuest. Then you can **open and 'save as'** all the documents found in Doc Sharing all the readings for the week. As you explore the websites, if you find something interesting on the websites, I would cut and paste into word document and then cut and paste the URL where it was found and the author (so you are not plagiarizing). These are your **NOTES**, so label them that way and "save as" and put them into the correct folder. As this course is organized in Weeks, **EVERY Monday** you should create a subfolder for that week and down load everything so you can read and do your work from your desktop and not have to go back to eCollege every time.

Course Description: This course is designed to give inservice teachers an opportunity to work cooperatively in solving classroom problems dealing with social studies. In addition to learning

about Social Studies TEKS and National Standards, students will become acquainted with the most recent trends in the social studies including the acquaintance with the wide range of materials now available to the social studies teacher. The teacher will also learn about effective lesson plan development and before, during, after reading/learning strategies that can be used to engage the learner in the learning process.

Teaching Standards: The Teacher will understand and apply social studies knowledge and skills to plan, organize and implement instruction and assess learning.

- Understands the state and social studies content and performance standards that constitute the TEKS.
- Understand the vertical alignment of the TEKS.
- Understand and uses social studies terminology correctly.
- Understands the implications of stages of student growth and development for designing and implementing effective learning experience the social studies themes and how they are intertwined.
- Selects and applies effective, developmentally appropriate instructional practices, activities, technologies and materials
- Understand and promote students' use of social science study skills.
- Uses a variety of formal and informal assessments and knowledge of TEKS to determine students' progress and needs and to help plan addresses needs of all students
- Communicates the value of social studies education to students, parents, colleagues and community

Student Learning Outcomes/ Course Objectives: Learning outcomes are achieved via the activities, readings, instruction, thinking and reflection that have occurred in this course.

- **Learner Outcome #1: Completed via 1-8 WebQuest and the mid-term.**
The Learner will increase their understanding of the social studies curriculum. The Learner will understand and apply key content (knowledge) of
 - National Social Studies Standards;
 - State Social Studies TEKS (aligned);
 - significant historical events, multiple historical interpretations and ideas, relationship between past and present (history) using periodization and chronological reasoning;
 - geographic relationships involving people, places, and environments (geography and culture) using spatial analysis of physical and cultural processes;
 - economic systems and how people organize economic systems to produce, distribute, and consumer goods and services (economics) using change and continuity of economic systems and processes;
 - government, democracy, and citizenship, including ways that individuals and groups achieve their goals through political systems (government and citizenship) using change and continuity of political ideologies, constitutions, and political behavior;
 - vocabulary words found in each theme that would be important to learn to understand each theme to create word walls;

- children’s literature books, websites, and other resources that could be used in each theme as supplemental resources
- **Learner Outcome #2: Completed via 9-14 WebQuest and final.**
The Learner will discover current effective teaching practices in order to teach the Social Studies curriculum.
 - Will evaluate various lesson plans using PASS to see if they are effective using the following organizing components:
 - before, during, and after strategies (reading/learning strategies);
 - oral language (talking and listening skills);
 - writing;
 - evaluation and decision making; and
 - various assessments

Learning Outcome #3: Completed through active participation in all WebQuests

The learner (YOU in the course and YOUR students in your class) will be an active and engaged participant in the learning process in this course by:

- participating in online discussion to identify key information and supporting detail as well as using the ideas of others and personal experiences to comment on an ah-ah moment;
- participating in WebQuest tasks gathering ideas (new and supporting for old) for changing or adjusting one’s current understanding;
- participating in BDA strategies/activities to enhance the learning process;
- self-monitoring learning needs and seeks assistance when needed;
- use study habits necessary to manage academic pursuits and requirements;
- striving for accuracy and precision and clarification of ideas by the critical analyzes of textual information;
- uses the metacognitive process;
- writing clearly and coherently using standard writing conventions;
- synthesize and organize information effectively.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments: This course is online. This course is developed around scientifically researcher based information. You will complete the Social Studies WebQuests that will lead your learning. You will also be an active participant within online discussion as well as to create your own questions from the material to stimulate critical thinking of yourself and your classmates.

This course is made up of a series of assignments and assessments to assist you in achieving mastery of the learning outcomes above. **Each week** you will work on various combinations of assignments, activities, and online discussions to help with your understanding of course content. The assessment of this information will be done through the webquest activities, your discussion responses, weekly quizzes or other after activities, mid-term and final.

Assignments/Activities: This course is made up of a series of assignments for assessments to assist you in achieving the course objectives. Each week you will work on various combinations

of assignments, activities, discussions, readings, research, etc. that will enhance your learning of the social studies curriculum.

1) Social Studies WebQuests

A variety of WebQuests have been developed around the social studies themes to guide your learning. You will have a before activity to complete which will help you to activate your schema about the topic, you will have some type of during activity (to be used while you are reading; they make you write while you read) and you will have an after activity or quiz so you can apply what you are learning.

These WebQuests can be found in Doc Sharing in the folder that is labeled the same as the Week buttons on the left of the screen in eCollege. In addition, other reading materials that are found on the WebQuest will also be in the folder. **Each Monday** the WebQuests will have various TASKS that must be completed. These are your readings for online discussion. Your last task will be to pick an after activity to complete to show-off your learning of the week.

2) Online Discussion Responses

In order to encourage full class participation, YOU will be required to post an original 3-2-1 response by **Wednesday, the latest Thursday night.** I would like a summary/reflection on 3 ideas you learned and thought important and why you thought them important. Then list 2 ideas you will implement into your classroom and why you choose them to implement. And, finally do you have a question that was not answered or was created as you read the material. As you read other's questions, see if you can answer them.

Starting on **Thursday - Sunday**, you are required to return to online discussion, read 3 peers' 3-2-1 postings and provide feedback (at least 3). Discussion feedback should be substantive or you will not be given full credit, if it is apparent by the professor that students have not spent enough time or effort in writing the responses. For example, "I agree, you are absolutely right" does not constitute a substantive response. Find something you connect with from your peer's response and tell them why you connected with it, or why you agreed with it, etc. Think of the 5 Ws.

Research has shown that the more you participate in online discussion the more you feel a part of the class and you learn more as you have read the comments of your peers, as well as the professor and adjusted what you were thinking on your own. This responding is done because I believe talking about and/or writing about what you are learning strengthens the learning. This takes the place of class discussion if this was a face-to-face class. You must respond to **at least 3 of your peers**. However, if you respond more to the "grand conversations" you will receive bonus points.

3) Assignment – Each WebQuest contains a choice of 'after' assignments. You will choose ONLY 1 to complete. All your assignments should have gone through the rereading/editing process.

4) Exams

- Mid-term (on social studies knowledge objective 1)
- Final (on effective teaching practices objective 2)

Assessments/Grading: Grades will be determined via a simple point system and grading rubric (for creative final). **You** are responsible for reviewing them prior to submitting an assignment - they tell you all you need to know in order to earn a passing grade in this course. Check out each WebQuest carefully. The gradebook in eCollege is used to keep track of your activities and points, thus it is your responsibility to keep track of how you are doing. To see the comments and the questions missed on the quiz, **CLICK on the grade and it will open a new screen.**

Grades will be determined as follows:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60	F

TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology
The following technology is required to be successful in this course.

- *Internet connection – high speed recommended (not dial-up)*
- *Word Processor (Microsoft Office Word – 2003 or 2007 or 2010)*
- *Access to University Library site*
- *Access to an Email*
- *Access to eCollege*

ACCESS, NAVIGATION and Log in Information

This course will be utilizing eCollege to enhance the learning experience. eCollege is the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamocommerce.edu.

COMMUNICATION AND SUPPORT

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week. If you experience issues, while taking your exams or at any other point, feel free to contact the support desk.

- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the 'Help' button on the toolbar for information regarding working with eCollege

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Policies

1. Participation (Online Discussion):

I consider class participation to be one of the most important, yet underrated elements of a student's education. There are numerous elements that go into class participation. However, the most important in an online class is your participation in the online discussion.

- a. You need to have somewhat frequent (at least 4; 1 to me and 3 to peers), and preferably intelligent, contributions to class discussion.
- b. Reading assigned completed weekly so you can participate with online discussion intelligently.
- c. Engage in self-evaluation, critical thinking, and reflective learning.
- d. Have polite and civil interactions with all members of the class ["All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct)].
- f. Failure to prepare and participate effectively will negatively impact the learning processes devised for the class and will impact not only your understanding but your grade for this course. "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment" (Student Guide Book, pp. 67-73).

2. Late work: Everything should be turned in a timely manner. **Develop a routine**, so you do not fall behind. However, we all have problems, as life gets in the way, thus email me why you did not or cannot do the weekly assignments. Once you have uploaded the late assignment, you must email me to let me know.

3. Scholarly Expectations: All works submitted for credit must be **original works** created by the scholar uniquely for the class (don't reuse an assignment). It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level. In addition, all assignments turned in should have gone through the editing process.

4. Research: Research is part of my job requirements. All faculty members that work at the university must research and publish their research. As action research helps me to determine the worth of class assignment I have developed, I like to do research on these activities. Thus, all your reflective responses to the planned class activities (seen in course requirements) maybe used to fulfill my research requirement. However, all responses that I use in research articles will be anonymous. That is, your name will not be used anywhere in my research. This semester we will be looking at defining life, liberty and pursuit of happiness (found in the Constitution) and what it meaning.

5. Plagiarism of writings and/or other materials in any form will result in a grade of "F" for the course and may result in your dismissal from the program. Please cite your references carefully and consistently!

Plagiarism: Plagiarism **WILL NOT** be tolerated and will result in an automatic **F** in the course. Various versions of your work and final papers should be run through **Turnitin** software. This is to assist you in seeing possible areas that may be unintentionally plagiarized and allow for editing of your work. You should be able to access this through eCollege.

University Specific Procedures

ADA Statement - The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

University Services Offered to You (Free, as you have paid for them with your tuition)

- A. Academic Support:** Students requesting accommodations for disabilities must go through the Academic Support Committee. ALL students with disabilities should stop by Office of Disability Resources and Services where they can fill out an application, attach recent documentation, and apply for eligibility. For those students who are approved, the staff will provide each of the student's professors with a letter of accommodation from our office. We will send letters each semester—after being notified of the need by the student. For more information, the services are located at Halladay Student Services Building—Room 303 D, their phone number is (903) 886-5835.
- B. Financial Aid Support:** You will be dropped on Monday, September 3rd if you have not paid the balance due on their accounts. If you need assistance to pay your balance, please contact the Loan Office (903-886-5051). There are also **forgivable loans, so check them out.**
- C. As a student, your email account is through MyLeo.** Please check the status of your accounts as this is the only way the university has on contacting you and informing you of important information. It is available to them 24/7 at <https://leo.tamuc.edu/login.aspx>. Also, YOU must check this daily and delete or archive your emails so that none are lost in cyberspace. It will not be

returned and you may miss important information. **It is your responsibility to empty your email daily, so that nothing will bounce back.**

D. Medical Services: As a student, you have access to the medical facilities and doctors on campus. They offer services for treatment of illness and injury. The staff includes a Physician Assistant, which is a health care professional licensed to practice medicine with physician supervision. Although there is not a physician present every day, they are available for consultation as needed. Student Health Services is located on the first floor of Henderson Hall, in the Clarence G. Allen Student Health Center. They are open from 8-12 and 1-5 Monday through Friday.

E. Campus Police: If you have locked yourself out of your car, or if you need help of any kind while on campus, contact the campus police at 903-886-5868.

F. Counseling Services: You can get help with your personal, academic and/or career concerns. Counseling may deal with issues related to academic progress, daily living, adjustment to the university and relationships with others. Counseling Services are free to university students. The Counseling Center is located in the Student Services Building #204, is open Monday through Friday from 8:00-5:00pm and you can call 903-886-5868.

COURSE OUTLINE / CALENDAR

The webquests you receive each week through eCollege will tell you the details and the before-during-after activities that you will complete.

Week 1 Intro	Social Studies Education: What and Why Social Studies should be taught
Week 2	Social Studies Curriculum: Cultural WebQuest
Week 3	Social Studies Curriculum: History WebQuest
Week 4	Social Studies Curriculum: Geography WebQuest
Week 5	Social Studies Curriculum: Economics WebQuest
Week 6	Social Studies Curriculum: Government WebQuest
Week 7	Social Studies Curriculum: Citizenship WebQuest
Week 8 & 9	<p>Mid-term (match the assignment that you chose to the competency (teachers have to know) and the grade level TEKS (what the student has to know) that the concept is from:</p> <ul style="list-style-type: none"> • geography – examine the causes and effects of human migration over time (do 3 major migrations) • geography- analyze 3 different geographic areas and show through graph, drawing, clipart, how the geographic sites influence the lives of people in that area • history – create a pictorial time line of 20 major events over the last 200 years and explain why you picked these major events (pick events that show cause and

	<p>effect)</p> <ul style="list-style-type: none"> • government - evaluate 3 different governmental systems giving pros and cons of each (use a graphic organizer) • history – pick 2 historical event; examine artifacts from 3 different times that explain that event (must include primary documentation; what did the event mean to the people who experienced it); talk about the different viewpoints and talk about the changes and why those changes may have occurred; 1 page report for each show: <ul style="list-style-type: none"> • clipart of the event • name of the event • name of the primary source and where it was found; short summary of what the primary source said about the event • name of secondary source (10 years later about the event) summary of what it said • name of secondary source (now time) about the event summary of what it said • analysis of the various viewpoints and why they changed • did the change match the primary source; why not • use the SOAP + Claim Rubric • <u>research</u> slavery – why, when, who; who and when was freedom introduced (Read the Founding Fathers and Slavery by David Barton from www.walbuilders.com); example Klu Klux Klan; who was the first to release their slaves; why didn't some slaves want to be released; look at pros/cons and all sides of the issue and some of the important people involved; has slavery disappeared, explain; • take a concept (like communication development; law creation; money; transportation) and create a timeline from beginning of time to now; show the development of the concept and the important people involved • create a chronology of important US historical documents and where these primary sources can be found online and their importance to our way of life • civics - explain and analyze the importance of civic engagement • identify and evaluate the strengths and weaknesses of 3 different economic systems
Week 10	Teaching Social Studies: The Tools Students Use (Learning

	Styles)
Week 11	Teaching Social Studies: The Tools Students Use (Charts, Maps, Globes, BDA Strategies)
Week 12	Teaching Social Studies: The tools Teachers Use – Teaching Strategies
Week 13	Teaching Social Studies: The Tools Teachers Use – The Lesson Plan
Week 14	Teaching Social Studies: The Tools Teachers Use - Assessment of Lesson Plans and Effective Teaching
Week 15	Teaching Social Studies: The Tools Teachers Use - Assessment for Formative and Summative Student Work
Week 16 Wrap-Up	Class Objective Reflection, Course Survey and Evaluation