



Course

**ED 3382-501
Curriculum and Instruction
in Social Studies**

Professor Polly Hardy Schlosser
Term Spring 2013
Meetings Tues./Thurs. 7 p.m.-8:15 p.m., CBW 1.104

Professor's Contact Information

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Office Location CBW 1.203

Email Address polly.schlosser@utdallas.edu

Office Hours By appointment or before/ after class (6:15 p.m. or 8:15 p.m.)

Essential Websites www.tea.state.tx.us/teks
www.sbec.state.tx.us

General Course Information

Pre-requisites, Co-requisites, & other restrictions

It is ideal for this to be the final Education course before student teaching. Students should have completed American Public Schools, Educational Psychology, the required Reading courses, and either be enrolled in, or have completed, Classroom Management. It is also beneficial for the student to have passed their Content TExES test, or be prepared to take it during this semester.

Course Description

Curriculum and Instruction in Social Studies is designed to help prepare students for successful and effective classroom teaching. Current theories and methodologies will be studied and practiced with an emphasis on their practical applications to Social Studies curriculum using the current state and national standards.

The student will:

Learning Outcomes

1. create a unit of study using the Understanding By Design curriculum framework model for alignment of curriculum, instruction and assessment to the Social Studies TEKS, ELPS and CCRI.
2. assess the effectiveness of Social Studies teaching methods used in the classroom through direct observation and reading professional journals.
3. apply Social Studies knowledge and skills, researched-based instructional strategies, instructional technology, and differentiation (Gifted, Special Education, ELPS, CCRI) in unit/ lesson design.

Required Texts & Materials

1. Understanding by Design, Expanded 2nd Edition, Grant Wiggins and Jay McTighe
2. Classroom Instruction that Works, Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock
3. How to Differentiate Instruction in Mixed Ability Classrooms, 2nd Edition, Carol Ann Tomlinson
4. Productive Group Work, Nancy E. Frey, Douglas B. Fisher, Sandi Everlove,
5. Texas Essential Knowledge and Skills (TEKS):
http://ritter.tea.state.tx.us/ssc/teks_and_tas/teks_and_tas.htm
6. State of Texas Assessment of Academic Skills (STAAR)
<http://www.tea.state.tx.us/student.assessment/staar/>
7. Texas Assessment of Knowledge and Skills (TAKS)
<http://www.tea.state.tx.us/student.assessment/taks/infobooks/>
English Language Proficiency Standards (ELPS)
<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>
8. College and Career Readiness Standards (CCRI)
http://www.txccrs.org/downloads/CCRS_Standards.pdf
9. National Council for the Social Studies Curriculum Standards
<http://www.socialstudies.org/standards>
10. Texas Education Certification
<http://www.texas.ets.org/prepMaterials>
11. Educational Leadership
<http://www.ascd.org/publications/educational-leadership/archived-issues.aspx>
12. Optional for purchase: Teaching Social Studies in Middle and Secondary Schools, Peter H. Martorella

Assignments & Academic Calendar

[Topics, Reading Asss<http://www.socialstudies.org/standardsignments>*, Due Dates, Exam Dates]*

Week	Course Outline and Assignments Due	TAC 228.30 Correlation (Curriculum Topic and EC-12 PPR Standard)
1. Jan. 15-17	Introductions and Overview of Course What is Social Studies? Civic Competency Personal philosophy for teaching social studies assigned Assigned Professional Reading Classroom Classroom Observation assigned Personal philosophy for teaching Social Studies Due	EC-12 PPR Standard: Learning Theories I,II,III , Certification Test Preparation IV and Motivation I,II,III

2. Jan. 22-24	<p>What are the State Standards (TEKS) and Assessments (STAAR/EOC)? State Standards and Assessments Analyzed (TEKS and TAKS/STAAR) ELPS, CCRI) Unit Plan Proposal assigned Wiggins/McTeigh, Chapters 1,2&3 Assigned Unit Plan UBD Stage 1 assigned</p>	<p>EC-12 PPR Standard: TEKS Organization Skills and Content TEKS I,III and TAKS Responsibilities I,II,IV)</p>
3.Jan. 29-31	<p>What is Understanding? How to Teach for Understanding. Stage 1: Understanding by Design Chapters 3, 4 <u>Understanding by Design</u> Wiggins/McTeigh, Chapters 4, 5& 6 Assigned Activity Presentation</p>	<p>EC-12 PPR Standard: Curriculum Development and Lesson Planning I,II, III</p>
4. Feb. 5-7	<p>What is Assessment Of and For Learning? Stage 2: Understanding by Design Formative and Summative Assessment TAKS/STAAR Assessments Alignment to Standards Bloom's Taxonomy UBD Stage 2- Assessments assigned (25 multiple choice, one essay prompt with rubric) Activity Presentation Quiz on Wiggins/McTeigh Chapters 1-6 <u>Understanding by Design</u> UBD Stage I Due</p>	<p>EC-12 PPR Standard: Classroom Assessment and Diagnosing Learning Needs I,III</p>
5.Feb. 12-14	<p>Understanding by Design Stage 2 continued Wiggins/ McTeigh,Chapters 7, 8, 9&10 Assigned Activity Presentation</p>	<p>EC-12 PPR Standard: Classroom Assessment and Diagnosing Learning Needs I,III</p>
6. Feb. 19-21	<p>Understanding by Design Stage 2 Due (multiple-choice questions, essay prompt, rubric aligned to TEKS/STAAR/EOD, CCRI and ELPS Activity Presentation</p>	<p>EC-12 PPR Standard: Classroom Assessment and Diagnosing Learning Needs I,III</p>
7.Feb. 26-28	<p>Understanding by Design Stage 3 Social Studies Instructional Methods and Strategies: Lesson Design Models and How to Write Individual Lessons Aligned to TEKS, ELPS, CCRI. First Activity Lesson Assigned aligned to TEKS, ELPS, CCRI and using Learning Targets, Graphic Organizers, Vocabulary Strategies, Formative Assessment, and Cooperative Learning. Marzano, Chapters 1-4 Assigned Activity Presentation Mid-Term Exam</p>	<p>EC-12 PPR Standard: Pedagogy and Instructional Strategies I,III,IV and Special Populations I,II,III,IV) and Standard: Curriculum Development and Lesson Planning I,II, III</p>

8.Mar. 5-7	<p>Understanding by Design Stage 3 continued Focus on Differentiation: G/T, ELL, and Sp. Ed. First Activity Lesson Due: Social Studies Lesson aligned to TEKS, ELPS,CCRI and using Learning Targets and Three Instructional Strategies Graphic Organizers, Vocabulary Strategies, Formative Assessment, Cooperative Learning. Tomlinson, Chapters 1-6 Assigned Frey, 1-3 Assigned Activity Presentation</p>	<p>EC-12 PPR Standard: Pedagogy and Instructional Strategies I,III,IV and Special Populations I,II,III,IV) and Standard: Curriculum Development and Lesson Planning I,II, III</p>
9.Mar. 19-21	<p>Understanding by Design Stage 3 continued Focus on Technology Implementation. Technology Activity Lesson Assigned (Webquest, Photo Story, Smart Board) Activity Presentation Marzano Chapters 5-10 Assigned Guest Presenter—Vocabulary Instruction</p>	<p>EC-12 PPR Standard: Pedagogy and Instructional Strategies I,III,IV and Special Populations I,II,III,IV Differentiated Instruction I,II,III,IV and Standard: Curriculum Development and Lesson Planning I,II, III</p>
10.Mar. 26-28	<p>Understanding by Design Stage 3 continued Focus on Primary Source Lesson. Assign third Activity Lesson on using and analyzing primary sources. Second Activity Lesson Due: Technology Integrated Lesson (Webquest, Photo Story, Smart Board) Tomlinson, Chapters 7-14 Assigned Frey, 4-7 Assigned Activity Presentation</p>	<p>EC-12 PPR Standard: Instructional Technology I,III and Standard: Curriculum Development and Lesson Planning I,II, III</p>
11.Apr. 2-4	<p>Third Activity Lesson Due: Analyzing Primary Source Quiz: Marzano, Chapters 1-10 Tomlinson, Chapters 1-14 Frey Chapter 1-7 Activity Presentation</p>	<p>EC-12 PPR Standard: Parent Conferencing and Communication Skills III,IV and Standard: Curriculum Development and Lesson Planning I,II, III</p>
12. Apr. 9-11	<p>Lesson Presentation/Sharing (Videotaped) Classroom Observation Reflection Due</p>	<p>EC-12 PPR Standard: Parent Conferencing and Communication Skills III,IV</p>
13. Apr. 16-18	<p>Lesson Presentation/Sharing (Videotaped) Unit Plan Due</p>	<p>EC-12 PPR Standard: Parent Conferencing and Communication</p>

		Skills III,IV
14. Apr. 23-25	Lesson Presentation/Sharing (Videotaped)	EC-12 PPR Standard: Parent Conferencing and Communication Skills III,IV
15.Apr. 30-May 2	Final Exam Week	

Course Policies

Grading Criteria	<table> <tr> <td>Unit Plan</td> <td>40%</td> </tr> <tr> <td>Observation Report</td> <td>20%</td> </tr> <tr> <td>Exams/Quizzes</td> <td>20%</td> </tr> <tr> <td>Attendance/Participation</td> <td>10%</td> </tr> <tr> <td>Presentations</td> <td><u>10%</u></td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Unit Plan	40%	Observation Report	20%	Exams/Quizzes	20%	Attendance/Participation	10%	Presentations	<u>10%</u>		100%
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Attendance/Participation	10%												
Presentations	<u>10%</u>												
	100%												
Make-up Exams	At teacher discretion for mid-term. No make up for quizzes.												
Extra Credit	None												
Late Work	At teacher discretion												
Special Assignments	<ol style="list-style-type: none"> 1. Develop a major unit plan based on alignment to the TEKS and Wiggins/McTighe method of Understanding by Design 2. Twenty hours of classroom observation with checklists of researched-based instructional strategies and classroom procedures, reflection essay, and classroom discussion. Students who are exempt will be given an alternative assignment 3. Read professional journals 4. Make classroom presentation on lesson activity and readings 5. Take major exams and quizzes 												
Class Attendance	Because the nature of this course is experiential, absences will directly affect the student's ability to comprehend and incorporate the material covered in class. If you are present for all classes you will receive a 100 for attendance. If you miss one class you will receive a 95 for class attendance, two classes a 90. Any more than two absences could result in a complete loss of attendance points. If you are absent for any reason, you should contact the professor and e-mail the assignment on its due date. After three absences, you should initiate drop proceedings. Exceptions to this policy must be worked out with the professor.												
Classroom Citizenship	Professional attitudes and behavior that demonstrate your ability to be a successful classroom teacher are expected. This includes punctuality, preparation, attendance, and respect for others.												
Field Trip Policy	There will be no field trips.												
Technical Support	If you experience any problems with your UTD account you may send an email to: assist@utdallas.edu or call the UTD Computer Helpdesk at 972-883-2911.												
Student Conduct and Discipline	The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable												

	<p>about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, <i>A to Z Guide</i>, which is provided to all registered students each academic year.</p> <p>The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the <i>Rules and Regulations, Board of Regents, The University of Texas System, Part I, Chapter VI, Section 3</i>, and in Title V, Rules on Student Services and Activities of the university's <i>Handbook of Operating Procedures</i>. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391) and online at http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-HOPV.html.</p> <p>A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.</p>
<p>Academic Integrity</p>	<p>The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.</p> <p>Scholastic Dishonesty, any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.</p> <p>Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective. (EC!2-PPR Standard: Code of Ethics I, IV).</p>
<p>Email Use</p>	<p>The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.</p>
<p>Copyright Notice</p>	<p>The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. Copying, displaying, reproducing, or distributing copyrighted works may infringe the copyright owner's rights and such infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law. Usage of such material is only appropriate when that usage constitutes "fair use"</p>

	<p>under the Copyright Act. As a UT Dallas student, you are required to follow the institution's copyright policy (Policy Memorandum 84-I.3-46). For more information about the fair use exemption, see http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm</p>
Withdrawal from Class	<p>The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.</p>
Student Grievance Procedures	<p>Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's <i>Handbook of Operating Procedures</i>.</p> <p>In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the Dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.</p> <p>Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.</p>
Incomplete Grades	<p>As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.</p>
Code of Ethics	<p>As a student in this course, you are expected to comply with the Code of Ethics and Standard Practice for Texas Educators and the Fitness to Teach Policy.</p>
Disability Services	<p>The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.</p> <p>The contact information for the Office of Disability Services is: The University of Texas at Dallas, SU 22 PO Box 830688 Richardson, Texas 75083-0688 (972) 883-2098 (voice or TTY) disabilityservice@utdallas.edu</p> <p>If you anticipate issues related to the format or requirements of this course, please meet with the Coordinator of Disability Services. The Coordinator is available to</p>

	<p>discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Services to notify them of your eligibility for reasonable accommodations. Disability Services can then plan how best to coordinate your accommodations.</p> <p>It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.</p>
<p>Religious Holy Days</p>	<p>The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, and Texas Code Annotated.</p> <p>The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.</p> <p>From the chief executive officer of the institution, or his or her designee, the chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.</p>

These descriptions and timelines are subject to change at the discretion of the Professor.