

# Course Syllabus

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## Course Information

**ED 3382.501**

**Curriculum and Instruction, Social Studies**

**Spring 2024**

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## Professor Contact Information

Professor	Nicole Michener
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Office Hours	By appointment
Meeting Times	Mondays/Wednesdays 7:00 PM – 8:15 PM, CB 1.206

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## Course Pre-requisites, Co-requisites, and/or Other Restrictions

*(including required prior knowledge or skills)*

As a candidate for teacher certification, it is necessary to understand the ethical and professional responsibilities of teachers. Please carefully read the the following:

- the Code of Ethics and Standard Practices in [19 TAC Chapter 147](#)
  - the Texas Teacher Standards in [19 TAC Chapter 149, Subchapter aa.](#)
  - [InTASC Model Core Teaching Standards and Learning Progression for Teachers 1.0](#)
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## Course Description

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

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## Student Learning Objectives/Outcomes

<b><i>Student Learning Objectives/Outcomes</i></b>	<b><i>Alignment</i></b>
<p>The student will create a unit of study using the Understanding by Design framework for alignment of curriculum, instruction, and assessment to the Social Studies TEKS and ELPS. The unit of study will include learning goals, summative and formative assessment, and two lesson plans.</p>	<p>TAC 228.30 (a) (b) (c) (d)            TExES Domains            PPR EC-12 I, II, III, IV            Soc. Stud. 4-8 II            History 7-12 IV            Soc. Stud. VII</p>
<p>The student will apply Social Studies knowledge and skills, research-based instructional strategies, differentiation, and literacy strategies in lesson design.</p>	<p>Texas Teacher Standards (TTS)</p>
<p>The student will assess the effectiveness of Social Studies teaching methods use in classroom instruction through the analysis and discussion of professional articles and journals.</p>	<p><u>Note</u>: Please see the Assignments &amp; Academic Calendar on the following pages for more detailed information about the alignment of student learning objectives/ outcomes and standards to specific class topics and dates.</p>

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## Required Textbooks and Materials

- *Understanding by Design*, 2<sup>nd</sup> edition, Grant Wiggins & Jay McTighe
  - *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*, 2<sup>nd</sup> edition, Ceri B. Dean, Elizabeth Ross Hubbell, Howard Pitler, Bj Stone
  - *How to Differentiate Instruction in Academically Diverse Classrooms*, 3<sup>rd</sup> edition, Carol Ann Tomlinson
  - Texas Essential Knowledge and Skills (TEKS) Secondary Social Studies
    - [Middle School](#)
    - [High School](#)
    - [Other Social Studies Courses](#)
  - [English Language Proficiency Standards](#) (ELPS)
  - [International Society for Technology in Education \(ISTE\) Standards](#)
  - [State of Texas Assessment of Academic Skills \(STAAR\)](#)
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## Assignments & Academic Calendar

(Topics, Reading Assignments, Due Dates, Exam Dates)

<b>Week/Dates</b>	<b>Topics, Reading Assignments, Due Dates, Exam Dates</b>	<b>Correlation to TAC 228.30 Curriculum Topics, TExES Domains, and Other Applicable Standards</b>	<b>Resources/Research</b>
1 01/17	<b>Course Introduction &amp; Syllabus</b> <b>Discussion: What is Social Studies?</b>	Code of Ethics and Standard Practices  Texas Teacher Standards TTS  InTASC Standards	Texas Administrative Code  TExES  Texas Teacher Standards TTS  InTASC  National Council for the Social Studies
2 01/22-01/24	<b>Texas Essential Knowledge and Skills (TEKS) Secondary Social Studies</b> Assign Unit Topic – Due on 01/24 <b>English Language Proficiency Standards (ELPS)</b> <b>International Society for Technology Education (ISTE) Standards</b> Assign Reading 1: <i>Understanding by Design</i> , Ch. 1-3 – Questions due on 01/29	TAC 228.30 (a) TEKS Instruction  TAC 228.30 (d) (1) English Language Proficiency Standards  TAC 228.30 (c) (8) Digital Learning  TTS 1A, 1B, 1C, 2B, 3A, 3B, 3C	Texas Essential Knowledge and Skills  English Language Proficiency Standards  International Society for Technology Education (ISTE) Standards  <i>Understanding by Design</i> , Wiggins & McTighe
3 01/29-01/31	<b>Understanding by Design (UbD) Overview</b> Submit Reading 1 Questions on 01/29 Assign Reading 2: <i>Understanding by Design</i> , Ch. 5-6 – Questions due on 01/31 <b>Understanding by Design Stage 1 Desired Results</b> Submit Reading 2 Questions on 01/31 Assign Unit of Study Stage 1 Desired Results – Due on 02/07	TAC 228.30 (a) TEKS Instruction  TAC 228.30 (b) Research-based Curriculum  TExES PPR EC-12 Domain I  TTS 1A, 1B, 1C, 2A, 3A, 3B, 3C	Texas Essential Knowledge and Skills  <i>Understanding by Design</i> , Wiggins & McTighe  <i>Understanding by Design Guide to Creating High-Quality Units</i> , Wiggins & McTighe
4 02/05-02/07	<b>Quiz: Texas Essential Knowledge and Skills (TEKS) on 02/05</b> <b>Continue Understanding by Design Stage 1 Desired Results</b>	TAC 228.30 (a) TEKS Instruction	Texas Essential Knowledge and Skills

	<p><b>Understanding by Design Stage 2 Assessments</b></p> <p>Submit Unit of Study Stage 1 Desired Results on 02/07</p> <p>Assign Reading 3: Understanding by Design, Ch. 7-8 – Questions due on 02/12</p>	<p>TAC 228.30 (b) Research-based Curriculum</p> <p>TEXES PPR EC-12 Domain I</p> <p>TTS 1A, 1B, 1C, 2A, 3A, 3B, 3C, 5A</p>	<p><i>Understanding by Design</i>, Wiggins &amp; McTighe</p> <p><i>Understanding by Design Guide to Creating High-Quality Units</i>, Wiggins &amp; McTighe</p>
5 02/12-02/14	<p><b>Understanding by Design Stage 2 Assessments – Performance Tasks, Writing Test Items &amp; Essay Prompts</b></p> <p>Submit Reading 3 Questions on 02/12</p> <p>Assign Unit of Study Stage 2 Assessments – Due on 02/26</p> <p><b>No Class on 02/14 – Independent Study</b></p>	<p>TAC 228.30 (a) TEKS Instruction</p> <p>TEXES PPR EC-12 Domain I</p> <p>TTS 2A, 5A</p>	<p>Texas Essential Knowledge and Skills</p> <p><i>Understanding by Design</i>, Wiggins &amp; McTighe</p> <p><i>Understanding by Design Guide to Creating High-Quality Units</i>, Wiggins &amp; McTighe</p>
6 02/19-02/21	<p><b>Social Studies STAAR Analysis</b></p> <p><b>Social Studies STAAR New Item Types</b></p>	<p>TEXES PPR EC-12 Domain I</p> <p>TTS 2A, 5A</p>	<p>Texas Education Agency</p>
7 02/26-02/28	<p><b>Mid-Term Review</b></p> <p><b>Understanding by Design Stage 3 Lesson Design</b></p> <p>Submit Unit of Study Stage 2 Assessments on 02/26</p> <p>Assign Reading 4: <i>Classroom Instruction that Works</i> – Questions due on 03/06</p> <p><b>Mid-Term on 02/28</b></p>	<p>TAC 228.30 (a) TEKS Instruction</p> <p>TAC 228.30 (b) Research-based Curriculum</p> <p>TEXES PPR EC-12 Domain I</p> <p>TTS 1A, 1B, 1C, 1D, 1E, 1F, 2C, 3A, 3B, 3C</p>	<p>Texas Essential knowledge and Skills</p> <p><i>Understanding by Design</i>, Wiggins &amp; McTighe</p> <p><i>Classroom Instruction that Works</i>, Dean, Hubbell, Pitler, Stone</p> <p><i>Visible Learning for Social Studies</i>, Hattie, Stern, Fisher, Frey</p>
8 03/04-03/06	<p><b>Research-Based Instructional Strategies</b></p> <p>Submit Reading 4 Questions on 03/06</p> <p>Assign Lesson Plan 1 – Due on 03/20</p>	<p>TAC 228.30 (b) Research-based Curriculum</p> <p>TEXES PPR EC-12 Domains I, II, IV</p> <p>TTS 1A, 1B, 1C, 1D, 1E, 1F, 2C, 3A, 3B, 3C</p>	<p>Texas Essential Knowledge and Skills</p> <p><i>Classroom Instruction that Works</i>, Dean, Hubbell, Pitler, Stone</p>
03/11-03/13	<p><b>Spring Break</b></p>		

<p>9 03/18-03/20</p>	<p><b>Academic Vocabulary Instruction</b> Assign Reading 5: <i>How to Differentiate Instruction in Academically Diverse Classrooms</i> – Questions due on 03/25 <b>Differentiated Instruction – Content, Process, Product</b> Submit Lesson Plan 1 on 03/20</p>	<p>TAC 228.30 (b) Research-Based Curriculum TEExES PPR EC-12 Domain I TTS 1A, 1B, 1C, 1D, 1E, 1F, 2B, 2C, 3A, 3B, 3C</p>	<p>Texas Essential Knowledge and Skills <i>Building Background Knowledge for Academic Achievement</i>, Marzano <i>How to Differentiate Instruction in Academically Diverse Classrooms</i>, Tomlinson</p>
<p>10 03/25-03/27</p>	<p><b>Continue Differentiated Instruction – Content, Process, Product</b> Submit Reading 5 Questions on 03/25 <b>Quiz: Research-Based Instructional Strategies &amp; Differentiated Instruction on 03/27</b> <b>Introduce Disciplinary Literacy in Social Studies – Using Primary Sources</b></p>	<p>TAC 228.30 (b) Research-based Curriculum TEExES PPR EC-12 Domain I TEExES Soc. Stud. 4-8 Domain II TEExES History 7-12 Domain IV TEExES Soc. Stud. 7-12 Domain VII TTS 1A, 1B, 1C, 1D, 1E, 1F, 2B, 2C, 3A, 3B, 3C</p>	<p>Texas Essential Knowledge and Skills <i>How to Differentiate Instruction in Academically Diverse Classrooms</i>, Tomlinson</p>
<p>11 04/01-04/03</p>	<p><b>Guest Speaker – Law-Related Education</b> <b>Disciplinary Literacy in Social Studies – Using Primary Sources</b> Assign Lesson Plan 2 – Due on 04/15</p>	<p>TEExES Soc. Stud. 4-8 Domain II TEExES History 7-12 Domain IV TEExES Soc. Stud. 7-12 Domain VII TTS 1A, 1B, 1C, 1D, 1E, 1F, 2B, 2C, 3A, 3B, 3C</p>	<p>Texas Essential Knowledge and Skills National Archives, Educator Resources, Document Analysis <i>Reading Nonfiction</i>, Beers and Probst <i>This is Disciplinary Literacy: Reading, Writing, Thinking, and Doing ... Content Area by Content Area</i>, Lent</p>
<p>12 04/08-04/10</p>	<p><b>Content-Area Literacy in Social Studies – Reading and Writing Strategies</b></p>	<p>TAC 228.30 (d) (2) Reading Instruction TEExES Soc. Stud. 4-8 Domain II TEExES History 7-12 Domain IV</p>	<p>Texas Essential Knowledge and Skills <i>Reading Nonfiction</i>, Beers and Probst <i>This is Disciplinary Literacy: Reading, Writing, Thinking, and</i></p>

		TEGES Soc. Stud. 7-12 Domain VII TTS 1A, 1B, 1C, 1D, 1E, 1F, 2B, 2C, 3A, 3B, 3C	<i>Doing ... Content Area by Content Area, Lent</i>
13 04/15-04/17	<b>Lesson Presentations</b> Submit Lesson Plan 2 on 04/15	TEGES PPR EC-12 Domain III TTS 4A, 4D, 5A, 5D, 6A, 6D	Texas Essential Knowledge and Skills
14 04/22-04/24	<b>Lesson Presentations</b> Submit Completed Unit of Study on 04/24 (Stages 1, 2, and 3 Revisions)	TEGES PPR EC-12 Domain III TTS 4A, 4D, 5A, 5D, 6A, 6D	Texas Essential Knowledge and Skills
15 04/29-05/01	<b>Lesson Presentations</b>	TEGES PPR EC-12 Domain III TTS 4A, 4D, 5A, 5D, 6A, 6D	Texas Essential Knowledge and Skills
16 05/06-05/10	<b>Final Exams</b>		

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### Grading Policy

*(including percentages for assignments, grade scale, etc.)*

Unit of Study	50%
Quizzes/Mid-Term Exam	20%
Reading Assignment Questions	10%
Lesson Plan Presentations	10%
Attendance/Participation/Meeting Deadlines	<u>10%</u>
	100%

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### Course & Instructor Policies

*(make-up exams, extra credit, late work, special assignments, class attendance, classroom citizenship, etc.)*

Make-Up Exams	At professor discretion for mid-term exam. No make-up for quizzes.
Extra Credit	None
Late Work	At professor discretion.
Class Attendance	Because the nature of this course is experiential, attendance is important for the student's ability to comprehend and incorporate the material learned in class. If you are present for all classes, you will

	receive a 100 for attendance. If you are absent for any reason, contact the professor and email the assignment on its due date.
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.

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### **Class Materials**

The instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course, however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

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### **Class Attendance**

The University's attendance policy requirement is that individual faculty set their course attendance requirements. Regular and punctual class attendance is expected. Students who fail to attend class regularly are inviting scholastic difficulty. In some courses, instructors may have special attendance requirements; these should be made known to students during the first week of classes.

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### **Class Participation**

Regular class participation is expected. Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade for this course is directly tied to your participation in this class. It also includes engaging in group or other activities during class that solicit your feedback on homework assignments, readings, or materials covered in the lectures (and/or labs). Class participation is documented by faculty. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

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### **Class Recordings**

Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course.

Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

***NOTE: if the instructor records any part of the course, then the instructor will need to add the following syllabus statement:***

The instructor may record meetings of this course. These recordings will be made available to all students registered for this class if the intent is to supplement the classroom experience. If the instructor or a UTD school/department/office plans any other uses for the recordings, consent of the students identifiable in the recordings is required prior to such use unless an exception is allowed by law.

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### **Off-campus Instruction and Course Activities**

*(Below is a description of any travel and/or risk-related activity associated with this course.)*

None

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### **Comet Creed**

*This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:*

*“As a Comet, I pledge honesty, integrity, and service in all that I do.”*

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### **Academic Support Resources**

The information contained in the following link lists the University’s academic support resources for all students.

Please see <http://go.utdallas.edu/academic-support-resources>.

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### **UT Dallas Syllabus Policies and Procedures**

The information contained in the following link constitutes the University’s policies and procedures segment of the course syllabus. Please review the catalog sections regarding the [credit/no credit](#) or [pass/fail](#) grading option and withdrawal from class.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

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*The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.*