

## EDUC 308 - Instruction and Assessment in Elementary Social Studies<sup>1</sup> Spring 2022: 1 unit

### Course Description

*Description:* In-depth examination of fundamental social studies concepts and subject-specific pedagogy, focusing on history, geography, economics, and civics. Course content emphasizes instructional design and integrates state and national standards, project-based learning approaches, curriculum integration strategies, content area literacy, and current research.

### General Course Information

CRN: 27421

Class Sessions: Tuesday, 7:00-9:45 pm

Location: North Court, 105

### Instructor Information

Instructor: Dr. Patricia Stohr-Hunt

Email: [pstohrhu@richmond.edu](mailto:pstohrhu@richmond.edu)

Office: North Court, 309

Telephone: (804) 289-8432 (office)

Office Hours: Monday: 1:00-3:00 pm

(804) 690-2696 (cell)

Tuesday: 1:00-3:00 pm

Other hours by appointment. Meetings can be in person or on Zoom.

### Course Materials

The following textbook is required for class.

Kopp, K. (2017). Teaching social studies today; 2<sup>nd</sup> edition. Shell Educational Publishing.

There are also two books required for the literature circle project, one piece of historical fiction and one nonfiction companion text. These titles will be assigned on the first day of class. Please note that audio books are **NOT** appropriate for this requirement, as books will be annotated and read aloud in class.

Course readings and links to videos can be found on the course web site.

Additional resources for you to explore can found at: <https://sites.google.com/site/urelemsocial/>

### Introduction

Social studies crosses disciplinary boundaries. Its content is anchored by themes, generalizations, and concepts drawn from the foundational disciplines, supplemented by ideas drawn from the arts, sciences, and humanities; from current events and local examples; and from students' own experiences. Social studies provides opportunities for students to read and study text materials, appreciate art and literature, communicate orally and in writing, make observations and take measurements, develop and display data, and conduct inquiry and synthesize findings using knowledge and skills taught in multiple school subjects.<sup>2</sup> Viewing social studies through this lens, this course will be your guide to developing instruction that will enhance the skills of preK-6 students in

---

<sup>1</sup>**Copyright Information** - The materials provided by the instructor in this course are for the use of the students enrolled in the course. Copyrighted course materials may not be further disseminated. Selling or distributing course materials may violate the Honor Code at the University of Richmond. Learn more about copyright law and restrictions at: <http://libguides.richmond.edu/copyright>

<sup>2</sup> From *Expectations of Excellence: Curriculum Standards for Social Studies*, by the Task Force of the National Council for the Social Studies, 1994.

critical thinking and problem solving, collaboration, communication, and creativity, through inquiry in social studies.

\*\*Note - In order to distinguish between you (my students) and the children you will one day teach (elementary students), you will be hereafter referred to in this syllabus as candidates.

### **Competencies**

By design and as a result of successfully completing this course, students are working towards meeting the licensure competencies outlined below.

- The use of differentiated instruction and flexible groupings to meet the needs of learners at different stages of development, abilities, and achievement;
- The ability to integrate English, mathematics, science, health, history and social sciences, art, music, drama, movement, and technology in learning experiences;
- Demonstrate the ability to facilitate student research and related skills such as accessing information, evaluating the validity of sources, citing sources, and synthesizing information.
- Understanding of the *Virginia Standards of Learning for Computer Technology* and the ability to use technology as a tool for teaching, learning, research, and communication;
- Understanding of the knowledge, skills, and processes of history and the social sciences disciplines as defined in *Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds* and the *Virginia Standards of Learning* and how the standards provide the necessary foundation for teaching history and social sciences, including in:
  - (a) History.
    - (i) The contributions of ancient civilizations to modern social and political institutions;
    - (ii) Major events in Virginia history from 1607 to the present;
    - (iii) Key individuals, documents, and events in United States history; and
    - (iv) The evolution of America's constitutional republic and its ideas, institutions, and practices.
  - (b) Geography.
    - (i) The use of maps and other geographic representations, tools, and technologies to acquire, process, and report information;
    - (ii) The relationship between human activity and the physical environment in the community and the world; and
    - (iii) Physical processes that shape the surface of the earth.
  - (c) Civics.
    - (i) The privileges and responsibilities of good citizenship and the importance of the rule of law for the protection of individual rights;
    - (ii) The process of making laws in the United States and the fundamental ideals and principles of a republican form of government;
    - (iii) The understanding that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by basic principles of a republican form of government and a common identity as Americans; and
    - (iv) Local government and civics instruction specific to Virginia.
  - (d) Economics.
    - (i) The basic economic principles that underlie the United States market economy;
    - (ii) The role of the individual and how economic decisions are made in the market place; and
    - (iii) The role of government in the structure of the United States economy.

- Understanding of the nature of history and social sciences and how the study of the disciplines assists students in developing historical thinking, geographical analysis, economic decision-making, and responsible citizenship by:
  - (a) Using artifacts and primary and secondary sources to understand events in history;
  - (b) Using geographic skills to explain the interaction of people, places, and events to support an understanding of events in history;
  - (c) Using charts, graphs, and pictures to determine characteristics of people, places, and events in history;
  - (d) Asking appropriate questions and summarizing points to answer a question;
  - (e) Comparing and contrasting people, places, and events in history;
  - (f) Recognizing direct cause and effect relationships in history;
  - (g) Explaining connections across time and place;
  - (h) Using a decision-making model to identify costs and benefits of a specific choice made;
  - (i) Practicing good citizenship skills and respect for rules and laws, and participating in classroom activities; and
  - (j) Developing fluency in content vocabulary and comprehension of verbal, written, and visual sources.

**Objectives**

This course is designed to help pre-service teachers develop their ability to integrate the elementary curriculum to include social studies, and to make this subject come alive for children through the careful selection of strategies and methods that are developmentally appropriate and well suited to the goals and objectives of the curriculum.

Upon successful completion of this course candidates will:

- **Understand the knowledge, skills, dispositions, and processes needed to support learners in the achievement of Virginia’s Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning in history and social science.**
  - Organize history and social science content into meaningful units of instruction that are integrated across the curriculum;
  - Plan instructional activities in history and social science that are student-centered, developmentally appropriate, and meet the needs of learners at different stages of development, abilities, and achievement;
  - Develop formal and informal assessments to diagnose needs, plan and modify instruction, and record student progress;
  - Review, evaluate, and select resource print and multimedia resources to support instruction in history and social science; and
  - Use the Virginia Standards of Learning for Computer Technology as the foundation for lessons that use technology as a tool for teaching, learning, research, and communication.
- **Understand the knowledge, skills, dispositions, and processes of history and social science disciplines as defined in the Virginia Standards of Learning and how the standards provide the necessary foundation for teaching history and social science;**
  - Demonstrate knowledge of history, geography, civics and economics;
  - Plan instructional activities that promote student understanding and application of history and social science concepts and skills;

- Integrate classroom reading, writing, listening, and speaking into instruction using authentic materials that support the development of content-specific knowledge; and
  - Provide an approach to content instruction that cultivates 21st century skills in critical thinking, creative thinking, collaboration, communication, and citizenship.
  - Recognize the relationships among English, mathematics, science, health, history and social sciences, art, music, drama, movement, and technology and plan for instruction that integrates these areas in the learning experience.
- **Understand the nature of history and social sciences and how the study of the disciplines assists students in developing historical thinking, geographical analysis, economic decision making and responsible citizenship:**
    - Identify instructional strategies to promote students' use of critical thinking skills to develop skills in historical analysis;
    - Plan instructional activities that promote global awareness and increase student understanding of our diverse ethnic origins;
    - Integrate the use of primary and secondary sources, technology, and other resources into instructional activities; and
    - Recognize the relationship between history, literature, art, and music and plan for instruction that integrates these areas in the learning experience;

### **Pedagogical Framework**

This course will be taught using a variety of instructional models, each designed to help you develop a deep understanding of the topics of study and improve your critical-thinking abilities. These strategies are all grounded in cognitive learning theory and are based on the premise that students learn more when they are active participants in class than when they listen passively to teachers.

Technology is an important tool in this course. It is used for communication, collaboration, delivery of instruction, and development of assignments. Course resources are made available and files are exchanged in Blackboard, Box, and Google drive.

To be successful in this course, you should expect to devote an average of 10-14 hours each week to preparing for class, participating in online sessions, studying course related materials, and completing course assignments.

### **Professionalism**

As a part of your preparation for becoming a teacher, you are expected to meet the professionalism standards outlined below and in the Professional Behaviors and Dispositions form.

In this course you are expected to:

- Approach each class session and your work with curiosity, flexibility, patience, and care.
- Show respect for others.
- Arrive on time and participate fully in every Zoom class session.
- Join from a location relatively free of background noise and distractions. Keep your microphone muted unless you are speaking.
- Use your video camera and microphone so you can be seen and heard during class sessions.
- Contribute to class discussions in both small and whole group settings, ask questions, and actively engage with your classmates.
- Know due dates for work and turn assignments in on time.

- Communicate in a timely manner with your professor.

## **Attendance and Related Information**

### *Attendance*

Weekly ongoing participation in an online course is just as important as attendance in a face-to-face course. You must be reading, interacting, and completing work in your online course from the start of the semester to be successful. Attendance is determined by course participation as measured by accessing and using course materials, completion of a class assignments, contributing to discussion board posts, and participation in synchronous class sessions. Since competencies related to licensure are emphasized during both independent work and synchronous class sessions, attendance at Zoom class sessions is critical and **required**.

### *Absences for Religious Observances and Holidays*

The University is a secular institution that values a diversity of religious expression. Any student may be excused from class or other assignments because of religious observance. A student who will miss an academic obligation because of religious observance is responsible for contacting his or her professor within the first two weeks of the semester. The student is responsible for completing missed work in a timely manner. The entire religious observance policy may be found at:

<http://registrar.richmond.edu/services/policies/religiousobsrv.html>

### *Accommodations for a Disability/Disabilities*

The University of Richmond is committed to a culture of inclusivity and strives to ensure that members of our campus community with disabilities have the opportunity for full participation and equal access to campus resources. Students with disabilities must apply for accommodations through the Office of Disability Services as soon as possible. The main purpose of the Office of Disability Services is to make sure students with disabilities have the same chance for success (defined as average performance or better) as students who do not have disabilities. The following link provides information and required forms: <http://studentdevelopment.richmond.edu/disability-services/index.html>

If you have a documented disability through the Office of Disability Services and need any specific accommodations, please email your instructor within the first two weeks of the semester so that we may schedule a private meeting to discuss further.

### *Additional Academic and Personal Support Services*

Attached to this syllabus is a page that describes the services available from a range of units on campus. If you have difficulties this semester, either academic or personal, please don't hesitate to take advantage of the resources available.

## **Course Work**

### *Honor Code*

It is expected that all candidates will adhere to the honor system. Unless otherwise instructed, all work in this course should be completed independently. Any collaborative exercises will be clearly explained and defined in class. Assignments require the written pledge of adherence to the honor code, stated as follows:

*"I pledge that I have neither given nor received unauthorized assistance during the completion of this work."*

**\*\*Note - Even though most work will be submitted electronically, you are still required to pledge these assignments.\*\***

### *Preparing Assignments*

All written work must be completed electronically and should meet the high quality standards expected of a career teacher. Present your assignments as you would if they were to be reviewed by a future administrator, member of the school board, or parents of prospective students.

Please use the **Seventh Edition of the APA Manual** as the guide for writing and referencing your work. For help with citation formats see the following resources:

APA Style Blog: <https://blog.apastyle.org/>

Purdue OWL APA Formatting and Style Guide:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

### *Deadlines*

All assignments for this course are outlined in the syllabus and presented on the first day of class. Candidates are expected to plan and work ahead so that assignments will be turned in on time. Late assignments will be accepted, but they generally will not receive full credit for the work.

All course work must be completed in full on or before the last day of class. A grade of incomplete (Y or I) will be given only if a candidate has met with the instructor and is making regular and reasonable progress toward mastering the appropriate criteria for a grade AND if advance arrangements have been made for completing the course requirements within a specified period of time.

### *Technology*

This course addresses the CAEP Cross-Cutting Theme of Technology by offering candidates multiple technology based tools to effectively engage P-12 learners. In studying course materials and completing assignments, it is expected that candidates will develop proficiencies in applications of digital media and technological capabilities. Skills developed in this class include:

- Accessing and integrating digital content and technology tools for P-12 students' learning
- Critically evaluating the quality and relevance of digital academic content
- Incorporating online learning experiences into instructional plans
- Using online tools for formative and summative assessment

### **Assignments**

Candidates will complete the following assignments designed to develop and demonstrate basic competencies in the planning and design of elementary social studies instruction. Please see the course calendar and outline that follows for specific information on due dates.

### *Entry Slips*

Candidates are expected to complete weekly reading assignments and watch assigned videos before each class session. Each week (excluding the first), candidates will complete an online entry slip. See **Entry Slip Guidelines** for more information.

### *Blog Posts and Responses*

Candidates will post to the class blog reflections on class activities and discussion, current events related to social studies content or pedagogy, or questions related to the teaching of social studies. See **Blog Post Guidelines** for more information.

### *Civics Module*

Regulations governing approved programs require that all education endorsement programs in early/primary education preK-3, elementary education preK-6, middle education 6-8, and history and social sciences must include local government and civics instruction specific to Virginia. Therefore, candidates must complete the Virginia State and Local Civic Education Module in fulfillment of this requirement. Candidates must save a PDF copy of the certificate of completion and email it to the instructor to receive credit for this assignment. This free module can be found at:

<http://www.civiceducationva.org/>

### *Author Talk and Response Paper*

Prior to attending the author visit by Steve Sheinkin, candidates will select and read one of his books that is relevant to social studies. After attending the lecture, candidates will write a brief paper reviewing the text and author presentation. See **Author Talk and Response Paper Guidelines** for more information.

This presentation will occur via Zoom on Wednesday, February 23, 2022, at 5:30 p.m. The Zoom link will be posted a few days prior to the lecture.

### *Performance Assessment Review*

Candidates will apply the Quality Criteria Review Tool to evaluate a performance-based assessment for Virginia Studies and reflect on the process. See **Performance Assessment Review Guidelines** for more information.

### *Literature Circle Project*

Candidates will be assigned to a literature circle group. At the first meeting, the group will divide up their historical fiction book into four parts and write down the page numbers for each section. Group members will then read through the literature circle roles and determine roles for each meeting. During group meetings, candidates will participate in a literature circle discussion. The first three meetings will focus on the historical fiction title, while the fourth meeting will focus on the nonfiction text. During their assigned week, groups will present their book set to the class. Candidates will write a paper that reflects on the two texts, the pairing of fiction and nonfiction titles for instruction, and the overall literature circle experience. See **Literature Circle Project Guidelines** for more information.

### *Digital Toolbox*

Every teacher has a set of essential tools they generally rely upon—approaches, activities, and basic materials—to make teaching efficient and learning enjoyable. Candidates will assemble a toolbox for the teaching of social studies for a selected grade from preK-6. This toolbox will include two lesson plans, a bibliography, a timeline or infographic, an adapted historical document, a collection of maps, and a digital time capsule. See **Digital Toolbox Guidelines** for more information.

## Grading

The assignments you will do for class are a series of performance assessments designed to allow you to demonstrate your mastery of the course objectives. The grade you receive is NOT a measure of how long these assignments take nor how hard they are perceived to be. The products and performances used for grading are not measures of labor but rather measures of learning. Much of the work you do is focused on learning and practicing specific skills. During these activities, you should feel that it's okay to struggle, or even fail. That is part of the learning process. If everything you do is collected and given a grade, you won't have the time or space you need to really learn. This means that not every assignment will receive a grade, though every assignment will receive feedback. Feedback is necessary so that you can track your progress and adjust what and how you are learning as you work toward mastery of course goals. Remember, your focus needs to be on learning and NOT the accumulation of points.

Your final grade for the course will be based on the sum total of the points received on your graded assignments. Points will be allocated in the following manner.

<b>Assignments</b>	<b>Points</b>
Entry Slips (1 pt each)	13 pts
Blog Posts and Responses (5 pts/post, 2 pts/response, 6 pts final)	37 pts
Civics Module	5 pts
Author Talk and Response	10 pts
Performance Assessment Review	15 pts
Literature Circle Project	40 pts
Digital Toolbox (10 pts/lesson, 10 pts/piece)	80 pts
<b>Total</b>	<b>200 pts</b>

Your final grade will be based on the percent of points earned.

<b>Grade</b>	<b>Points Earned</b>	<b>Grade</b>	<b>Percent Achieved</b>	<b>Grade</b>	<b>Points Earned</b>
A+	99-100	B+	88-89	C+	78-79
A	94-98	B	84-87	C	74-77
A-	90-93	B-	80-83	C-	70-73

### **\*\*Note Regarding Graduate Course Credit\*\***

Graduate credit is allowed only for courses approved for graduate credit in which grades of 'B-' (2.7) or better are received. No credit toward graduation will be given for a graduate course in which the student earns a grade lower than 'B-' (2.7). Students enrolled in graduate programs are expected to maintain at least a 'B' (3.0) average to remain in the program. A student who earns less than 'B-' (2.7) in two graduate courses will not be permitted to continue in the degree program.



### Course Map

Dates	Session Content	Assignments
<b>Week 1 (1-11)</b>	<b>Introduction to Teaching Social Studies</b> <ul style="list-style-type: none"> <li>• Overview of the Course</li> <li>• Resources for the Semester</li> </ul>	<b>** Note**</b> <b>Each week</b> after the first, candidates are responsible for completing an entry slip, as well as a blog post or response. All other assignments are <u>due by the start of class</u> on the days listed.
<b>Week 2 (1-18)</b>	<b>Literacy in Social Studies</b> <ul style="list-style-type: none"> <li>• Reading and Writing in Social Studies</li> <li>• Strategies for Teaching Vocabulary</li> <li>• Children’s Literature and Other Print Materials</li> <li>• Making Sense of Nonfiction</li> </ul>	<b>Read</b> <ul style="list-style-type: none"> <li>• Kopp – Chapters 3 and 4</li> <li>• Altieri – From Sketchnotes to Think-Alouds: Addressing the Challenges of Social Studies Text</li> </ul> <b>Assignments</b> Set up Digital Toolbox site
<b>Week 3 (1-25)</b>	<b>Literature Circle Meetings</b> <b>Thinking Like An Historian: Introduction to Skills, Part 1</b> <ul style="list-style-type: none"> <li>• Interpreting primary and secondary sources</li> <li>• Interpreting charts, graphs, and pictures to determine characteristics of people, places, or events</li> <li>• Summarizing points and evidence to answer a question</li> </ul>	<b>Read and Watch</b> <ul style="list-style-type: none"> <li>• Kopp – Chapter 5</li> <li>• Clark-Pujara – What is the Difference Between History and Memory? (2:02)</li> <li>• Gross – Why Should Students Consider History from Multiple Perspectives? (0:53)</li> <li>• TeachingHistory.org – How to Introduce Students to Primary Sources (12:17 – 4 parts)</li> <li>• VanSledright – What Does it Mean to Think Historically...and How Do You Teach It?</li> </ul> <b>Group Work</b> Literature Circle Preparation – Novel
<b>Week 4 (2-1)</b>	<b>Literature Circle Meetings</b> <b>Thinking Like An Historian: Introduction to Skills, Part 2</b> <ul style="list-style-type: none"> <li>• Comparing and contrasting ideas and perspectives to better understand people or events</li> <li>• Determining relationships with multiple causes or effects</li> <li>• Explaining connections across time and place</li> </ul>	<b>Read and Watch</b> <ul style="list-style-type: none"> <li>• Alvarado &amp; Herr – What is Object-Based Inquiry?</li> <li>• Gonchar – What Objects Tell the Story of Your Life?</li> <li>• TeachingChannel.org – Antiques Roadshow: Show and Tell (5:00)</li> <li>• Wineburg &amp; Martin – Tampering with History: Adapting Primary Sources for Struggling Readers</li> </ul> <b>Group Work</b> Literature Circle Preparation – Novel

Dates	Session Content	Assignments
<b>Week 5 (2-8)</b>	<p><b>Literature Circle Meetings</b></p> <p><b>Lesson Alignment</b></p> <ul style="list-style-type: none"> <li>• Backwards Design for Instruction</li> <li>• Unpacking the Standards (State and National)</li> <li>• Developing Learning Targets</li> <li>• Aligning Assessment</li> </ul> <p><b>Learning Sequence</b></p> <ul style="list-style-type: none"> <li>• Planning for Instruction</li> </ul>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Kopp - Chapters 1 and 2</li> <li>• Virginia Standards of Learning and Curriculum Framework Documents</li> </ul> <p><b>Group Work</b></p> <p>Literature Circle Preparation - Novel</p> <p><b>Assignments</b></p> <p>Adapted historical document in Digital Toolbox</p>
<b>Week 6 (2-15)</b>	<p><b>Literature Circle Meetings</b></p> <p><b>Quality Assessment</b></p> <ul style="list-style-type: none"> <li>• Unpacking Learning Outcomes</li> <li>• Determining the Appropriate Types of Assessment Items/Activities</li> <li>• Creating and Selecting Assessment Items That Are Valid and Reliable</li> </ul>	<p><b>Read and Watch</b></p> <ul style="list-style-type: none"> <li>• Kopp - Chapter 9</li> <li>• McTighe - 3 Key Questions on Measuring Learning</li> <li>• TeachingChannel.org - Theater Boxes: Making History Come Alive (5:17)</li> </ul> <p><b>Group Work</b></p> <p>Literature Circle Preparation - Nonfiction Text</p> <p><b>Assignments</b></p> <p>Infographic or Timeline in Digital Toolbox</p>
<b>Week 7 (2-22)</b>	<p><b>Performance-based Assessment</b></p> <ul style="list-style-type: none"> <li>• Project-based learning (PBL)</li> <li>• Document-based Questions (DBQs)</li> </ul>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Brooks &amp; Rock - Using Social Studies to Lead Project-Based Learning: An Innovative Teacher's Story</li> <li>• Corrigan, et. al. - Show Me! A Strategy for Building Creativity, Confidence, and Competence</li> </ul> <p><b>Attend</b></p> <p>Author Presentation on 2-23</p> <p><b>Assignments</b></p> <p>Literature Circle Paper</p>
<b>Week 8 (3-1)</b>	<p><b>Literature Circle Meetings</b></p> <p><b>Learning Outside the Classroom</b></p> <ul style="list-style-type: none"> <li>• Distance Learning/Virtual Field Trips</li> <li>• Parks and Museums</li> </ul> <p>**We MAY be visiting the VMFA for this class session. If we cannot get an after-hours visit, we may meet at 4 pm at the museum. More to come on this.**</p>	<p><b>Read and Watch</b></p> <ul style="list-style-type: none"> <li>• Kopp - Chapters 7 and 8</li> <li>• Bergstrom, et. al. - A Day at The Museum: Meaningful Student Experiences with Primary Sources</li> <li>• TeachingChannel.org - Applying Knowledge at a Museum (8:13)</li> </ul> <p><b>Group Work</b></p> <p>Literature Circle Preparation - Planning for Presentation</p> <p><b>Assignments</b></p> <p>Performance Assessment Review Author Response Paper</p>

Dates	Session Content	Assignments
<b>Week 9 (No class on 3-7. ) Spring Break</b>		
<b>Week 10 (3-15)</b>	<b>Teaching the Truth and Contested Topics: Part 1</b> <ul style="list-style-type: none"> <li>• American Indian History, Columbus Day, and Thanksgiving: Myth and reality</li> <li>• African American History</li> </ul>	<b>Read</b> <ul style="list-style-type: none"> <li>• Kopp - Chapter 6</li> <li>• National Museum of the American Indian - American Indian Perspectives on Thanksgiving</li> <li>• Thomas, et. al. - Much Ado About A Fine Dessert: The Cultural Politics of Representing Slavery in Children's Literature</li> </ul> <b>Assignments</b> Infographic or Timeline in Digital Toolbox Civics Module
<b>Week 11 (3-22)</b>	<b>Book Set Presentation Using Skills to Teach the Strands of History, Geography, Economics, and Civics</b> <ul style="list-style-type: none"> <li>• Jamestown, VA or Colonial America</li> </ul>	<b>Read and Watch</b> <ul style="list-style-type: none"> <li>• Shearer - Geography Education Standards: An Overview for Teachers</li> <li>• TeachingHistory.org - Using Maps as Primary Sources (14:30 - 4 parts)</li> </ul> <b>Group Work</b> Book Set Presentation - Group will turn in book talk notes.
<b>Week 12 (3-29)</b>	<b>Book Set Presentation Using Skills to Teach the Strands of History, Geography, Economics, and Civics</b> <ul style="list-style-type: none"> <li>• Colonial America or The Great Depression</li> </ul>	<b>Read</b> <ul style="list-style-type: none"> <li>• Allen - Teach Like Socrates: Encouraging Critical Thinking in Elementary Social Studies</li> <li>• Meyers, et. al. - Beyond Heroes and Role Models: Using Biographies to Develop Young Change Agents</li> </ul> <b>Group Work</b> Book Set Presentation - Group will turn in book talk notes.
<b>Week 13 (4-5)</b>	<b>Book Set Presentation Using Skills to Teach the Strands of History, Geography, Economics, and Civics</b> <ul style="list-style-type: none"> <li>• The Great Depression or The Civil Rights Movement</li> </ul>	<b>Read</b> <ul style="list-style-type: none"> <li>• Burstein &amp; Knotts - Creating Connections: Integrating the Visual Arts with Social Studies</li> <li>• Shoob &amp; Stout - Chapters 8 and 11</li> </ul> <b>Group Work</b> Book Set Presentation - Group will turn in book talk notes.

Dates	Session Content	Assignments
<b>Week 14 (4-12)</b>	<b>Teaching the Truth and Contested Topics: Part 2</b> <ul style="list-style-type: none"> <li>• LGBTQ students and families</li> <li>• Fake news and current events/"Teachable moments"</li> </ul>	<b>Read and Listen</b> <ul style="list-style-type: none"> <li>• McEvers - Stanford study finds most students vulnerable to fake news (4:13)</li> <li>• VanHorn &amp; Hawkman - First Comes Love, Then Comes Marriage (Equality): Welcoming Diverse Families in the Elementary Classroom</li> </ul>
<b>Week 15 (4-19)</b>	<b>Digital Toolbox Presentations</b> <b>Course Reflection</b>	<b>Read</b> <ul style="list-style-type: none"> <li>• Kopp - Chapter 10</li> </ul> <b>Assignments</b> Digital Toolbox Published

\*\*Keep in mind that you must turn in two lesson plans, each one to accompany a piece in the Digital Toolbox. Because you choose the piece, the lesson plan due dates are fluid and not included in the course map. You MUST remember to include these.

## Academic and Personal Support Services

There are numerous resources across campus that can support you academically, personally, and professionally as you navigate the university and endeavor to successfully complete courses and your program of study. Among these are:

- **Academic Skills Center** (<http://asc.richmond.edu>, 289-8626 or 289-8956): Supports candidates in assessing their academic strengths and weaknesses; honing their academic skills through teaching effective test preparation, critical reading and thinking, information processing, concentration, and related techniques; working on specific subject areas (e.g. calculus, chemistry, accounting, etc.); and encouraging campus and community involvement.
- **Boatwright Library Research Librarians** (<http://library.richmond.edu/help/ask.html> or 289-8669): Assist candidates with identifying and locating the best resources for class assignments, research papers and other course projects. Librarians also assist candidates with questions about citing sources correctly. Candidates can schedule a personal research appointment, meet with librarians at the library's main service desk, email, text or IM.
- **Career Services** (<http://careerservices.richmond.edu/> or 289-8547): Assists candidates in exploring their interests and abilities, choosing a major, connecting with internships and learning experiences, investigating graduate and professional school options, and landing a first job. We encourage candidates to schedule an appointment with a career advisor during their first year.
- **Counseling and Psychological Services** (<http://caps.richmond.edu> or 289-8119): Assists candidates in meeting academic, personal, or emotional challenges. Services include assessment, short-term counseling and psychotherapy, crisis intervention, psychiatric consultation, and related services.
- **Disability Services** (<http://disability.richmond.edu/> or 289-8032): The University of Richmond is committed to equal opportunity in education and employment for persons with disabilities and complies with the ADA Amendments Act of 2008 (ADAAA), the Americans with Disabilities Act of 1990 (ADA) and the Rehabilitation Act of 1973, which includes Section 504. Individuals with disabilities are protected from discrimination and may be entitled to accommodations that will assist in their pursuits at the University. Students should direct requests for accommodations to Dr. Tina Cade, Associate Vice President of Student Development.
- **Speech Center** (<http://speech.richmond.edu> or 289-6409): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique sessions offered by teams of student consultants trained to assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations.
- **Writing Center** (<http://writing.richmond.edu> or 289-8263): Assists writers at all levels of experience, across all majors. Candidates can schedule appointments with trained peer writing consultants who offer friendly critiques of written work.