This course offers teacher candidates with a focus on teaching history and social studies with a practical framework for developing and implementing curriculum that will engage secondary students in historical analysis, examination of primary and secondary resources, and effective methodology for assessing student learning outcomes in a classroom setting. Emphasis will be placed on mastery of the defined set of competencies outlined by the Texas Education Agency (TEA) as standards in terms of content and skill development for an entry-level educator in the fields of secondary history and social studies. The second half of the semester allows pre-service teachers the opportunity to develop and refine teaching competencies related specifically to the teaching of social studies in secondary schools. The course will emphasize pedagogical practices for teaching history, linking educational theory to innovative planning, implementing, and assessing engaging social studies/history learning experiences for diverse student populations.

Course Requirements/ Expectations

This course will have one comprehensive exam that covers educator standards for the TExES History 7-12 exam (broken into 13 quizzes). In addition, there will be 13 online/in-class activities (found on d2l each week or completed in-class), three discussions in d2l, and three reading responses. The final project for this course will include a screencast lecture, unit topic outline, and two lesson plans.

No Required Text

ALL Reading assignments will be posted on d2l.

The Brightspace D2L platform will be utilized extensively for this course. It is important you check the News Feed before each class meeting to be sure you are prepared and in the right place! We will meet in various locations around campus throughout the semester. To be prepared for class download the TEKS App to your device.

COVID-19 MASK POLICY Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


Student Expectations & Attendance

- Complete all assignments prior to the date they are due- listed on the syllabus and calendar.
- Class attendance is mandatory; therefore, please plan to attend ALL class sessions. Attendance will be taken daily. Every absence that you incur will result in a deduction 10 points from your final grade.
- Please remember the classroom and the D2L discussion board are an academic environments. Thoughtful responses are expected. I reserve the right to lower (or to raise) a grade in reflection of your participation.
- Please refrain from using IPod, cell phones or any other such devices in class unless instructed to do so.

About Course Requirements

- In-Class ACTIVITIES/DISCUSSIONS
  - Over the semester, you will participate in a series of in-class activities related to class discussion. Specific instructions and/or readings for these activities will be available on d2l. No activities will be accepted late for any reason—most are completed during class time. No partial credit will be available for turning in a activities after due date listed in the Semester Calendar.

- Out-of-Classroom Activities (Class time meetings in locations other than the classroom)
  - Throughout the semester we will meet in various places across campus for class meetings, presentations, and/or group activities. Participation in these activities make-up a portion of your grade. Location of these activities will be announced in class and on the d2l News Feed prior to class meetings.

Reading Responses

- Over the semester, you will complete assignments related to course content specifically addressing professional growth and development as an instructor. You will find specific due dates for these assignments in the calendar below as well as a dedicated tab within the assigned module providing detailed instructions for the assignment. All assignments are turned in to the available Dropbox on d2l. Assignments may be accepted late; however, you will be docked TWO points per day the assignment is late, and must provide written documentation of a medical or legal excuse as permitted by the university. No partial credit will be given for any assignment turned in 10 days after it is due according to the semester calendar due date. If you miss a due date, you are responsible for notifying the instructor in advance (when possible) for excusable absences. It is your responsibility to contact the instructor within a week of the missed assignment to schedule a make-up.

- Unit Portfolio
  - The final project for this course will be completed over the course of the semester. The final exam component of your portfolio will consist of 13 quizzes given on the Thursday before the class activity. Each will review the specific topic in history necessary for comprehension on the activity and correlate with exam questions similar to TExES exam History 7-12. The Unit Portfolio will include a unit outline, a recorded lecture over an subject relevant in teaching U.S. History Since 1877, and two corresponding lesson plan. See course calendar for specific due dates.
Program & Student Learning Outcomes

Students in HIS 376 will demonstrate the ability to:

⇒ Focus on teaching history and social studies with a practical framework for developing and implementing curriculum that will engage secondary students in historical analysis and learning.

⇒ Further develop knowledge of subject matter and content standards by creating authentic performance activities and assessments for the purpose of preparing future student learning experiences structured around historical research methods, understanding of historical terminology, and solving problems/making decisions in historical context with consideration to the variety of learners in the classroom and required different strategies/support.

⇒ Appraise a mastery of the defined set of competencies outlined by the Texas Education Agency (TEA) as standards in terms of content and skill development for an entry-level educator in the fields of secondary history and social studies.

Other Important Information

ACADEMIC INTEGRITY (A-9.1)
Academic integrity is the responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty included both cheating and plagiarism. Cheating included but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise, and/or (3) helping or attempting to help another person in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Please read the complete policy at: http://www.sfasu.edu/policies/academic_integrity.asp

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodations and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information:

http://

“History teaches us that men and nations behave wisely when they have exhausted all other alternatives.”
-Abba Eban
Israeli diplomat and politician

Appraise a mastery of the defined set of competencies outlined by the Texas Education Agency (TEA) as standards in terms of content and skill development for an entry-level educator in the fields of secondary history and social studies.
## Unit 1: Instructional Objectives & Standards
### August 28 – September 17

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Activity/ Assignments (subject to change)</th>
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| **Week 1: August 28**  
First Day of Class:  
Tuesday, August 28th Syllabus & Class Expectations  
Thursday, Aug. 28th Topic: Why teach history and social studies? Public school system practices, expectations |  ⇒ **Complete the Discussion:** Introduction by Friday, Sept 4th 11:59pm (CST). (15 points)  
⇒ **Post a picture of yourself** in the class list (under Communication Tools in the tools bar) by Friday, August 30th 11:59pm (CST). (5 points)  
• Overview Competencies of TEKS for History & Social Studies  
• **Reading:** Kohn, A. (2011) “Ten Obvious Truths that We Shouldn’t Be Ignoring.” American School Board Journal, April 2011 |
| **Week 2: Sept 1 & 3**  
| **Week 3: Sept 8 & 10**  
Topics: Subject Matter Knowledge: Developing Meaningful Instructional ‘Hooks’ and Productive Instructional Routines |  ◊ **Reading:** Burgess, Dave, Stand and Deliver: The Story Telling Hook In Teach Like a Pirate (San Diego, CA: Dave Burgess Consulting, Inc.).pp 117-119. |
| **Week 4: Sept 15 & 17**  
Topic: Helping Students Learn to Think Like a Historian: Making the Classroom a Unique Learning Environment |  • **Reading:** Hynd, C. (1999). Teaching Students to Think Critically Using Multiple Texts in History. *Journal of Adolescent & Adult Literacy*, 42 (6), 428-436  
⇒ Reading Response #1 due in Dropbox on/before Friday, September 18th |

### Unit 2: Creative Approaches for the Classroom: Beyond the Textbook  
**September 22- October 23**

<table>
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<tr>
<th>Week</th>
<th>Class Activity/ Assignments (subject to change)</th>
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</table>
| **Week 5: Sept 22 & 24**  
⇒ Unit Outline Plan due in Dropbox Friday, September 25th |
| **Week 6: Sept 29 & Oct 1**  
Topic: Using Visuals in the Classroom: History All Around Us |  • **Reading:** Stoddard, Jeremy D., Paxton, Richard J., and Marcus, Alan, *Teaching History with Film*. Select pages as assigned on d2l |
| **Week 7: Oct 6 & 8**  
Topic: Utilizing Museums, Maps & Historical Sites in the Classroom Setting |  • Reading assignments posted on d2l |
| **Week 8: Oct 13 & 15**  
Topic: Technology Integration: Designing Tasks that Utilize Digital Resources |  • Reading assignments posted on d2l  
⇒ Unit Lesson Plan #1 due in Dropbox October 16th |
| **Week 9: Oct 20 & 22**  
Topic: Accountability: Maintaining a Creative Classroom with a Standardized Test |  ⇒ Reading Response #2 due in Dropbox on/before October 23th  
⇒ Indicates Graded Assignment |
Unit 3: Beyond History 7-12: Student Centered Skills for Life  
October 27-December 11

|---------------------|---------------------------------------------------------------------------------------------------------------|
⇒ Unit Lesson Plan #2 due in Dropbox November 9th |
⇒ Reading Response #2 due in Dropbox on/before November 20th |
| Topic: Interdisciplinary Lesson Planning: Extensions & Connections | Topic: Incorporating Controversial Topics & Current Events into the Classroom |
| Topic: Incorporating Controversial Topics & Current Events into the Classroom | Week 12 : Nov 10 & 12 Assessment & Grading: Establishing a Fair Grading Policy  
⇒ Unit Screencast due in Dropbox December 4th  
⇒ Comprehensive Final Exam (TExES History 7-12 preparation) |
| Week 13: Nov 17 & 29 | Thanksgiving Break November 23-27  
⇒ Reading Response #2 due in Dropbox on/before November 20th |
| Week 14: December 1 & 3 | Week 15: Finals Week Dec 7 –11 |

### Week/ Dates

- **Week 1:** August 25 & 27  
  Declaration of Independence, Constitution, Founding Fathers
- **Week 2:** Sept 1 & 3  
  Democracy in America
- **Week 3:** Sept 8 & 10  
  The Gilded Age
- **Week 4:** Sept 15 & 17  
  Emergence of US as a World Power (1898-1920)
- **Week 5:** Sept 22 & 24  
  Progressive Era
- **Week 6:** Sept 29 & Oct 1  
  World War I
- **Week 7:** Oct 6-8  
  1920s; New Deal America
- **Week 8:** Oct 13-15  
  World War II
- **Week 9:** Oct 20-22  
  The Cold War
- **Week 10:** Oct 27–29  
  American Civil Rights Movement
- **Week 11:** Nov 3-5  
- **Week 12:** Nov 10-12  
  Landmark Supreme Court Cases
- **Week 13:** Dec 1-3  
  Review
- **Week 14:** Dec 8-10 Finals Week  
  Review

⇒ Indicates Graded Assignment  
◇ Indicates D2L Discussion Topic