



Course Syllabus: Teaching Social Studies in the Elementary School  
Gordon T. & Ellen West College of Education  
EDUC 4053 Section x201  
Fall 2019

Contact Information

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Course Description

These field-based courses focus on elementary and middle school social studies pedagogy with emphasis on instructional strategies and models, the use of technology in the learning/teaching process, effective practices, professionalism, curriculum, and lesson design. Different teaching strategies include: appropriate use of creative approaches to the learning/teaching process, cooperative learning, direct instruction, inquiry, concept attainment, etc. An important component of this field-based block of classes is the course time spent in active participation in field (classroom) experiences.

Textbook & Instructional Materials

Dynamic Social Studies for Constructivist Classrooms: Inspiring Tomorrow's Social Scientists 11<sup>th</sup> Edition

Student Handbook

Refer to: [Student Handbook 2017-18](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Student Handbook 2017-18](#)

Grading

Assignments	Points
Flipgrid Discussions	130
Classroom Observation and Instruction	200
Writing Assignments	220

Assignments	Points
Mini Projects	100
Teacher Disposition	50
Comprehensive Unit Plan	150
Chapter Quizzes	150

Table 2: Total points for final grade.

Grade	Points
A	900-1000
B	800-999
C	700-799
D	600-699
F	Less than 600

### Course Objectives

This course is designed to prepare you to teach social studies in the elementary/early middle school. To achieve this goal, you will have the opportunity to explore social studies as a way of interacting with the world and as a tool for critical thinking. We will be examining social studies as it relates to and can be integrated with, other subject areas.

- By the end of this course, students should be able to Integrate content standards in a variety of curriculum that are developmentally appropriate, interesting and relevant to student’s lives, organized around inquiry, and connected with other school subjects
- Create and teach lessons that reflect accurate knowledge of social studies content, the nature of constructivism, teaching with different resources, going beyond the ordinary, assessment, and social studies content basics.
- Reflect upon their teaching experiences noting areas of strength and weakness and develop plans to improve their practice
- Choose from a variety of activity types in order to each science in a way to address student needs including collaboration with colleagues, other school professionals, and community.

Objectives	Activities/Assignments/Exams
Domain I: Planning and Preparation	<ul style="list-style-type: none"> <li>• Plan “minds-on” lessons in a unit around “powerful ideas” that have students actively involved in the learning process.</li> <li>• Use the TEKS for social studies as well as district curriculum and national standards, to develop and present the lessons.</li> <li>• Content understanding and learning goals are assessed.</li> <li>• Data collection and analysis.</li> </ul>
Domain II: Classroom Environment	Field experience observation: Teach one Social Studies lesson in your field experience placement. Lesson plan must be sent to me AND your mentor teacher <b>five week days in advance.</b>

Objectives	Activities/Assignments/Exams
	Lesson cannot be taught until approved by both the mentor teacher and university supervisor.
Domain III: Instruction	<ul style="list-style-type: none"> <li>• Field experience observation</li> <li>• Classroom activities</li> <li>• Problem-solving</li> </ul>
Domain IV: Professionalism	<ul style="list-style-type: none"> <li>• Reflection required after lesson taught (within 24 hours).</li> <li>• Being <b><u>present</u></b> in class in a prompt manner.</li> </ul>

### Classroom Policies

Students are expected to assist in maintaining a classroom environment, which is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction—this includes, but is not limited to, pagers(if you travelled back in time and we are doing this class in the late 80’s or early 90’s), tablets, game systems and cell phones. *Electronic communications devices will be muted anytime the class member is in the school building—in our classroom or in a field experience classroom.* Inappropriate behavior in the classroom shall result, minimally, in a request to leave class and a Professional Fitness Form will be filed for review with the college. If the instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate teaching dispositions, the student may receive an instructor drop with an "F" for the course.

Your participation in classes at a Professional Development School is a privilege, not a right. Our relationship with these schools is critical to the development of strong teachers. If, for ANY reason, you are asked to leave a Professional Development School, you will be dropped from the course in accordance with the Instructor Drop policy (see below) of the academic catalog. This is your warning as required by the policy. If a candidate is taking ‘blocked’ courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well.

### Dispositions

Candidates in the teacher education program are evaluated on their dispositions towards the 10 InTASC standards three times (beginning, middle, end) during their program in Educational Psychology, Professional Methods Block A, and Clinical Teaching in the following areas:

- Candidates respect learners’ differing strengths and needs and are committed to using this information to further each learner’s development.
- Candidates believe that all learners can achieve at high levels and persist in helping each learner reach his/her full potential.
- Candidates are committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- Candidates realize that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He or she keeps abreast of new ideas and understandings in the field.
- Candidates value flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

- Candidates are committed to using multiple types of assessment processes to support, verify, and document learning.

Candidates respect learners' diverse strengths and needs and are committed to using this information to plan effective instruction.

- Candidates are committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
- Candidates take responsibility for student learning and use ongoing analysis and reflection to improve planning and practice.
- Candidates actively share responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

Candidates are evaluated by faculty in those courses at a developing, beginning, and mastery level of competency as evaluated by the academic committee on program quality. Throughout the program, candidates are evaluated at the beginning, developing, and mastery levels of competency based upon evidence gathered through classroom participation, assignments, observed field experiences and unit planning.

### Lesson Planning

Teacher candidates must demonstrate the ability to plan, assess, and implement instruction. This begins in the Foundational block where the teacher candidates create and write lessons for effective teaching. Teacher candidates are required to develop lesson plans. The specific format can be adapted, but should always include the objectives (TEKS), procedures, materials/resources, and assessment. Student engagement is a key element in a good lesson with a goal of student learning/success is the ultimate goal.

Candidates must form an assessment strategy to determine the extent to which students are able to master learning of objectives. Candidates also describes the instructional delivery method **addressing** the following step-by-step procedures:

1. Questions and concerns listed in the directions given to you by your instructor
2. Setting purposes ("Today we will be...I want you to...because you will...")
3. Method(s) for engaging students in the lesson
4. Any questions asked during the lesson should be in bold
5. Higher order thinking reflected in questions
6. Instructional Strategies: Modeling, Discussion, "Hands-on", Inquiry, etc.
7. Grouping: when and how
8. Instruction that addresses learners' needs (ELLs, Special Education, 504, Gifted, Struggling Learner)
9. Closure

After teaching the lesson, candidates are then required to reflect on the lesson delivery, appropriateness of instructional strategies, impact for future planning, and opportunities for collaboration with mentor teacher.

### Unit Plan

Teacher candidate's ability to demonstrate the ability to plan, assess, and implement instruction continues in the professional block with the Unit plan assessment. The unit plan assessment is a modified form of Midwestern Impact on Student Learning (MISL) that requires teacher candidates to plan a unit of teaching. Candidates are required to determine a set of multiple learning objectives aligned to state content standards Texas Essential Knowledge and Skills (TEKS) appropriate to the lesson(s) the candidate is preparing.

## Co-Teaching

West College of Education adopts a co-teaching model for the candidates during their clinical experiences. Beginning in their methods courses and continuing through clinical teaching, teacher candidates and their mentors utilize the co-teaching model which allows both to collaborate on a higher level and provides a much more meaningful clinical experience in which the student becomes more independent and gradually takes responsibility for the lessons. These strategies include the following:

- **One Teach, One Observe** — One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to have a focus for the observation.
  - **One Teach, One Assist** — One teacher has primary instructional responsibility while the other teacher assists students with their work, monitors behaviors, or corrects assignments.
  - **Station Teaching** — The co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Of-ten an independent station will be used.
  - **Parallel Teaching** — Each teacher instructs half of the students. The two teachers are addressing the same instructional material and present the lesson using the same teaching strategy. The greatest benefit is the reduction of student to teacher ratio.
  - **Supplemental Teaching** — This strategy allows one teacher to work with students at their expected grade level, while the co-teacher works with those students who need the information and/or materials extended or remediated.
  - **Alternative/Differentiated Teaching** — Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students, however the instructional methodology is different.
  - **Team Teaching** — Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.
- (Adapted from Cook & Friend (1995))

## MISL- Midwestern Impact on Student Learning

Successful completion and submission of a MISL portfolio is required during the first six weeks of clinical teaching. Teachers candidates are required to plan, implement, and assess student learning within a unit of study. The Midwestern Impact on Student Learning (MISL) measures content knowledge, pedagogical knowledge, and effect on student learning in the following areas/domains : Learning Environments; Individual Development and Diversity; Collaboration; Planning Process and Content; Assessment; Strategies and Methods; Reflection; Professional Development; and Communication.

Each of the 10 areas is scored with one of 4 ratings: Exemplary 4, Competent 3, Needs Improvement 2, and Unsatisfactory 1. An overall score of 20 (meets expectations) is required for successful completion of student teaching for all teacher candidates.

The MISL is a record of candidates' ability to carefully consider all contextual factors that influence instruction and to then use those factors to plan and design a unit of instruction, including an assessment plan that can demonstrate changes in student knowledge, skills, or dispositions resulting

from instruction. The MISL includes both reflexive (description of instructional decision making during the unit) and reflective components that encourage candidates to plan instruction strategically and to approach teaching in a purposeful, thoughtful, and methodical manner.

### Late Work

The majority of the assignments for this course will be submitted by posting in the "dropboxes." Due dates for each module are published on the course calendar. Work turned in by 11:30 PM Central Standard Time on the due date, as evidenced by the date stamp given on the dropbox, will be considered on time and will receive full credit. Prompt submission of assignments for assessment allows the instructor to provide guidance and timely feedback.

Assignment grades will be posted in the grade book within 7 days after the assignment due date. If a grade is not posted, then the assignment was missing in the appropriate dropbox folder.

Check the grade book and dropbox throughout the course to review assignment feedback. If you have questions or concerns about a grade, please contact the instructor ASAP. Do not wait until final grades have been posted to discuss missing assignments or missing grades in the gradebook.

*Contact the instructor in advance* if you are going to be late or miss an assignment. Timely communication is an e-learning best practice. Prior email notice to the instructor in sufficient time to allow for discussing an alternative schedule is required.

The instructor will review late requests and circumstances on a **case by case basis** and **make decisions accordingly**. If an emergency arises that prevents you from completing your work on time, please email the instructor as soon as possible so that arrangements can be made for you to keep up in the class. The late policy may be waived at the instructor's discretion in case of an emergency.

Emergencies are defined as anything which is serious and unexpected. Emergencies cannot be written on the calendar in advance. Examples of emergencies are: heart attacks, car accidents, a serious health crisis of the student or in the student's immediate family. Examples of non-emergencies are: family weddings, vacations, conferences or any other event which can be planned around.

**Excused Makeup Work** - If a late submission has been requested in advance of the due date and the instructor grants an extension, no points will be deducted from the assignment grade.

**Incompletes** - (I's) will not be given except under extenuating circumstances that are discussed with your instructor prior to posting final grades whether or not you will accept late work, and any conditions you stipulate.

### Important Dates

Refer to: [Drops, Withdrawals & Void](#)

### Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

### Attendance

Professional teachers are dependable, reliable, and responsible. Therefore, candidates are expected to be on time and in attendance at every class, and to stay for the entire class. Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability, and are taken seriously.

Candidates will receive a grade of F on the third absence. If a candidate is taking 'blocked' courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well.

After an absence from the course it is imperative that a student schedule an appointment with the course instructor to discuss attendance. Failure to schedule and attend a conference will result in the loss of classroom participation and disposition points and also in grade being lowered by one letter. It is the candidate's responsibility to make up any missed work. It is also expected that you will complete all course field experience hours in a professional manner. Professional conduct is expected when observing or participating in school settings (e.g., dressing appropriately, arriving on time, remaining for the entire pre-arranged time, not canceling, and demonstrating respect in all interactions with young people, parents, teachers, and staff). If you must miss your field experience for any reason, you are expected to call the school and the teacher you are working with before school begins for the day. You must also contact this course instructor by e-mail or phone to let me know you will not be present and arrange a time with me when we can discuss the most appropriate way to make up that absence. Excessive tardiness (determined by the professor) can be defined as an absence and subject to the absentee policy. Two instances of tardy arrival will be counted as one absence.

In the event that a class member is absent, for whatever reason, that individual assumes responsibility for contacting the instructor to account for missed work and to turn in work. It is impossible to provide a summary of all that takes place during any given class via email. If a student is going to be absent, they have the responsibility to contact the instructor to turn in assignments and obtain copies of any handouts from the missed class. Tentative assignment due dates are listed on the course schedule. While the actual due dates may vary due to the flow of the class, all assignment due dates will be finalized and announced in class well in advance of the specific date. Late work, unless arrangements are made by the student and approved in advance by the instructor, will not be accepted.

### Online Computer Requirements

Taking this class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. *Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.* Computers are available on campus in various areas of the buildings as well as the Academic Success Center. Your computer being down is not an excuse for missing a deadline!! There are many places to access your class! MSU-Texas classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

### Instructor Class Policies

As a part of your preparation for becoming a teacher, you are expected to begin acting in a professional manner – starting today. This includes, but is not limited to:

- **Internship Experience** – Throughout your internship experience, ask your mentor teacher to provide you with constructive feedback regarding your classroom presence, interactions with students and lessons that you present to the students. Use this information to make necessary

improvements during the time that remains in the schedule. Always conduct yourself in a professional manner.

- **Participation** – It is not enough to just “show up”. In other words, you cannot just sit there and breathe. You need to be prepared to discuss the readings that are assigned, contribute appropriately and encourage the participation of your peers.
- **Preparation** – Complete all assignments on time. Written assignments (whether submitted online or in class) will be discounted by 25% for each late day. They will not be accepted after the grade is reduced by 75%. Complete readings assigned prior to class in order to be able to participate in class discussions and activities.
- **Attitude** – Demonstrate the following dispositions that are essential for learning:
  - Curiosity (ask questions, look for additional answers, probe, reflect)
  - Flexibility (take alternate points of view, be open-minded)
  - Organization (plan ahead – literally, GET A PLANNER! (digital or paper and a solid 3 Ring Notebook)
  - Patience (take time to reason, be persistent in efforts)
  - Risk-taking (try things beyond your current repertoire)
  - Passion (invest in ideas, processes, products, and most of all – other people)

Be aware that your attitude is conveyed to others by body language, conversation, neatness, completeness of work, willingness to assist and contribute and many other ways. A sense of humor and the ability to be flexible are crucial – not just in this class but from now on – that is the nature of being a teacher.

**Respect** – Be considerate of others. Do not talk while others are talking; do not use foul language; behave in an ethical manner. This is particularly important considering our classroom location - we are guests in the Wichita Falls school district and should behave as such.

**Professional Development** – Remember that teaching requires a commitment to continual learning. You will be asked to complete several “chores” as the semester rolls along and the points earned for dispositions are affected by those “chores”. Timely completion of tasks (or “chores”) is an indication of your “fitness” to this profession.

The West College of Education dress code for clinical experiences is based upon that of the Wichita Falls is similar to the expectations of most area schools. It should be followed by all teacher candidates visiting public school for any MSU-related purpose (professional methods courses, internships, practicum, tutoring, clinical teaching, etc.). Teacher candidates are expected to dress appropriately for their area of work so as to project a professional image. Daily personal grooming is expected for all teacher candidates. Jeans may be worn on “spirit days” or other special days as approved by the school administrator. Clarification related to acceptable and/or unacceptable dress during clinical experiences should be addressed to WCOE school-based educator and/or department head, principal, or personnel director. For physical education methods and athletic classes teacher candidates shall dress for participation. Appropriate attire may include shorts, slacks, or sweats. Athletic-style P.E. shorts are not to be worn in the halls or any other place in the school building except where physical education or athletics classes are being conducted. Appropriate undergarments are part of being professionally attired. Teachers are expected to work closely with a diversity of students under a variety of conditions while maintaining respect and dignity. Excessive or



unusual piercings are prohibited. Any piercing (studs, rings, etc.), should be left at home if they are visible and/or otherwise interrupt instruction. Tattoos must be covered during all clinical experiences. At no time shall teacher candidate clothing violate the student dress code in place.

### Change of Schedule

**An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct.** The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10 week summer term, or the 11th class day of a 4 or 5 week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date. A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

### Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

### Services for Students With Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

### College Policies

#### Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

#### Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

## Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

## Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [Undergraduate Catalog](#)

## Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

## Course Schedule

Week or Module	Readings/Themes	Assignments Due Friday by 11:30 pm
Week 1 8/25-9/1	<ul style="list-style-type: none"><li>• Read Chapter 1: Social Studies</li></ul>	<ul style="list-style-type: none"><li>• 1. Flipgrid #1</li><li>• 2. Writing Assignment #1</li><li>• 3. Chapter 1 Quiz</li></ul>
Week 2 9/3-9/8	<ul style="list-style-type: none"><li>• Read Chapter 2: Effective Planning</li></ul>	<ul style="list-style-type: none"><li>• 1. Flipgrid #2</li><li>• 2. Mini Project</li><li>• 3. Chapter 2 Quiz</li></ul>
Week 3 9/9-9/15	<ul style="list-style-type: none"><li>• Read Chapter 3: Social Constructivism</li></ul>	<ul style="list-style-type: none"><li>• 1. Flipgrid #3</li><li>• 2. Writing Assignment #3</li><li>• 3. Chapter 3 Quiz</li></ul>
Week 4 9/16-9/22	<ul style="list-style-type: none"><li>• Read Chapter 4: Cognitive Constructivism</li></ul>	<ul style="list-style-type: none"><li>• 1. Flipgrid #4</li><li>• 2. Mini Project</li><li>• 3. Chapter 4 Quiz</li></ul>
Week 5 9/23-9/29	<ul style="list-style-type: none"><li>• Read Chapter 5: Beyond the Ordinary</li></ul>	<ul style="list-style-type: none"><li>• 1. Flipgrid #5</li><li>• 2. Writing Assignment #5</li><li>• 3. Chapter 5 Quiz</li></ul>

Week or Module	Readings/Themes	Assignments Due Friday by 11:30 pm
Week 6 9/30-10/6	<ul style="list-style-type: none"> <li>• Read Chapter 6: Representational..</li> </ul>	<ul style="list-style-type: none"> <li>• 1. Flipgrid #6</li> <li>• 2. Writing Assignment #6</li> <li>• 3. Chapter 6 Quiz</li> </ul>
Week 7 10/7-10/13	<ul style="list-style-type: none"> <li>• Read Chapter 7: ...Persuasive Text</li> </ul>	<ul style="list-style-type: none"> <li>• 1. Flipgrid #7</li> <li>• 2. Writing Assignment #7</li> <li>• 3. Chapter 7 Quiz</li> </ul>
Week 8 10/14-10/20	<ul style="list-style-type: none"> <li>• Reading Chapter 8: ...Narrative Text</li> </ul>	<ul style="list-style-type: none"> <li>• 1. Flipgrid #8</li> <li>• 2. Writing Assignment #8</li> <li>• 3. Chapter 8 Quiz</li> </ul>
Week 9 10/21-10/27	<ul style="list-style-type: none"> <li>• Reading Chapter 9: Young Historians</li> </ul>	<ul style="list-style-type: none"> <li>• 1. Flipgrid #9</li> <li>• 2. Writing Assignment #9</li> <li>• 3. Chapter 9 Quiz</li> </ul>
Week 10 10/28-11/3	<ul style="list-style-type: none"> <li>• Reading Chapter 10: Geography</li> </ul>	<ul style="list-style-type: none"> <li>• 1. Flipgrid #10</li> <li>• 2. Writing Assignment #10</li> <li>• 3. Chapter 10 Quiz</li> </ul>
Week 11 11/4-11/10	<ul style="list-style-type: none"> <li>• Read Chapter 11: Civics</li> </ul>	<ul style="list-style-type: none"> <li>• 1. Flipgrid #11</li> <li>• 2. Writing Assignment #11</li> <li>• 3. Chapter 11 Quiz</li> </ul>
Week 12 11/11-11/17	<ul style="list-style-type: none"> <li>• Read Chapter 12: Economics</li> </ul>	<ul style="list-style-type: none"> <li>• 1. Flipgrid #12</li> <li>• 2. Writing Assignment #12</li> <li>• 3. Chapter 12 Quiz</li> </ul>
Week 13 11/18-11/24	<ul style="list-style-type: none"> <li>• Read Chapter 13:</li> <li>• Sociology and Anthropology</li> </ul>	<ul style="list-style-type: none"> <li>• 1. Flipgrid #13</li> <li>• 2. Writing Assignment #13</li> <li>• 3. Chapter 13 Quiz</li> </ul>

Week or Module	Readings/Themes	Assignments Due Friday by 11:30 pm
Week 14 11/25-11/26	<ul style="list-style-type: none"> <li>• Unit Planning</li> </ul>	<ul style="list-style-type: none"> <li>• Revising and Organizing Comprehensive Unit Plan</li> </ul>
Week 15 12/2-12/6	<ul style="list-style-type: none"> <li>• Unit Planning</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensive Unit Plan</li> <li>• Final Dispositions</li> </ul>