

Do not copy without the express written consent of the instructor.

## **Social Studies and Foundations in Early Childhood Education SSE 4118**

[GENERAL INFORMATION](#) | [IMPORTANT INFORMATION](#) | [COURSE DETAIL](#) | [COURSE CALENDAR](#)

### **GENERAL INFORMATION**

### **PROFESSOR INFORMATION**

Instructor: Dr. Andrea Adelman

Phone: (305)348-3667

Office: ZEB 349 B

Office Hours: By Appointment (face to face or Zoom)

Class meeting: Tuesday 2:00 P.M.- 3:15 P.M.

E-mail: [aadelman@fiu.edu](mailto:aadelman@fiu.edu)

### **COURSE DESCRIPTION AND PURPOSE**

This course will focus on teaching Social Studies to young children, the practices of multicultural education, and social justice within the field of education. The social studies component will be founded on the National Council for social studies (NCSS) 10 holistic themes for teaching social studies content: 1) culture, 2) time, continuity, and change, 3) people, places, and environment, 4) individual development and identity, 5) individuals, groups, and institutions, 6) power, authority, and governance, 7) production, distribution, and consumption, 8) science, technology, and society, 9) global connections, and 10) civic ideals and practices (NCSS 2010). Multicultural education social justice will be weaved into the teaching of the NCSS themes through reflective activities, self-work, and advocacy projects.

This is a discipline-specific Global Learning course that counts towards your FIU Global Learning graduation requirement.

### **COVID Related Guidelines for This Course**

Do not copy without the express written consent of the instructor.

As cases and hospitalizations due to the Delta variant continue to increase in our community, we must unite and take necessary steps to prevent further spread.

1. **Daily and before arriving to campus, complete the P3 app.** If you are not given the green check mark to enter campus, then return home, and contact me by email.
2. **Please check your FIU email account and your Canvas course at least once a day.** Email and Canvas are the best ways for the university, and your professors, to contact you.
3. If you do not feel well, have tested positive for COVID-19, or have been in contact with a person with COVID-19 while not yet being fully vaccinated, **please do not come to class. Immediately complete the P3 app to notify the COVID Response Team or call them at 305-348-1919, and contact me by email as soon as you can. In order to receive an excused absence for P3 failure/COVID-19, you must contact the COVID Response Team at 305-348-1919.** If you are directed to isolate or quarantine because of COVID-19, your absences will be considered excused.

The make-up policies are outlined below.

- Student is required to communicate with the professor and schedule a phone or Zoom meeting to discuss the specific case.
  - Students will be required to develop a Newpod presentation with narration on the specific topics missed throughout the course. Specific deadlines will be established once student feels better and is able to complete the make-up work. Students are responsible to communicate with the professor as they test positive, do not feel well, or have been in contact with a person with COVID-19 while not fully vaccinated.
1. By contacting the CR, you can request a letter to excuse your absence from class. The student is responsible for providing that letter to faculty.

1. Per recent CDC guidelines, a **vaccinated, asymptomatic** individual exposed to a COVID-19 positive person does not need to isolate or quarantine. Nevertheless, it is strongly encouraged to continue to wear a mask. Furthermore, it is recommended to get tested 3-5 days after a known exposure. However, if at any time you become symptomatic, you need to test immediately. If the test returns positive, you will need to follow the COVID-19 positive protocol at that time.

“Asymptomatic” means (of a condition or a person) producing or showing no symptoms.

2. “Symptomatic” means exhibiting or involving symptoms.
3. People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. Anyone can have mild to severe symptoms. People with these symptoms may have COVID-19:

Do not copy without the express written consent of the instructor.

- Fever or chills
  - Cough
  - Shortness of breath or difficulty breathing
  - Fatigue
  - Muscle or body aches
  - Headache
  - New loss of taste or smell
  - Sore throat
  - Congestion or runny nose
  - Nausea or vomiting
  - Diarrhea
4. **Please take every precaution to keep yourself and others healthy. Per CDC guidelines, you are encouraged to get vaccinated and strongly advised to wear a mask indoors and in public including all FIU facilities.**
  5. Missing excessive days may lead to failing a class or grade of incomplete.
  6. For me to assist you in achieving your goals, it is important for you to contact me as soon as you experience any events that might disrupt your course participation. For up-to-date information about COVID-19, please see the [FIU.edu](#) FAQs.

### **Global Learning Course Outcomes**

1. Global Awareness: Students will be able to show knowledge of the interrelatedness of local, global, international and intercultural issues, trends and systems affecting early childhood education.

2. Global Perspective: Students will be able to gain an understanding of how similarities bring people together and how differences bring people even closer.

3. Global Engagement: Students will be able to demonstrate an ability to design classroom experiences where students be able to gain self-awareness and identity, understand, and solve local or global problem.

### **Student Learning Outcomes**

Upon completion of this course, students will be able to:

- Students will become familiar with NCSS themes of Social Studies

Do not copy without the express written consent of the instructor.

- Students will develop activities for young children based on the NCSS themes of social studies
- Students will understand and construct developmentally appropriate activities in social studies
- Students will gain knowledge of multicultural education and social justice as it relates to the field of education
- Students will discuss the traditional culture of school climate and how that impact students from diverse backgrounds
- Students will examine their own culture and analyze how it impacted their own learning
- Students will understand the spheres of influence and how they impact student learning
- Students will gain familiarity with culturally responsive instruction
- Students will analyze their own cultural competency
- Students will learn about the impact of social class, race, gender, language diversity, and ethnicity on education
- Students will analyze the steps toward developing a cultural identity
- Students will develop approaches to assessing social studies knowledge in a culturally appropriate manner
- Students will become familiar with the importance of engaging families from diverse backgrounds and approaches to facilitating family involvement

## MENTAL HEALTH AND WELLBEING

- The global pandemic has changed our daily lives in unprecedented ways. It's understandable for us to experience fear and confusion when facing immense change and adversity. To look for ways to cultivate calm and a clear perspective amidst the chaos, check out the [Guide to Well-Being During Coronavirus](#) from the University of California Berkeley's Greater Good Science Center.
  - Check out applications that include meditation, sleep, and movement exercises, such as [Headspace](#).
  - If you are interested in seeking support from a mental health professional, please call FIU's [Counseling & Psychological Services](#) at 305-348-2277 (MMC) or 305-918-3333 (BBC).
- Don't forget to take breaks while working on assignments and studying. Taking a break while going over the course material is important because it gives your brain time to rest and recover, which leads to boosts in everything from your productivity to your wellbeing.
- Nobody signed up for this! Know that we are all in this together, so let's prioritize supporting each other as humans, finding simple solutions that make sense, and sharing resources and communicating clearly.

### Policies

Before starting this course, please review the following pages:

Do not copy without the express written consent of the instructor.

- **Important FIU Policies and websites**

Please review the [FIU's Policies \(Links to an external site.\)](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

- Please visit our [Canvas Support\(Links to an external site.\)](#) page for Canvas Assistance.
- Please visit our [Technical Requirements\(Links to an external site.\)](#) webpage for additional information.
- Please visit to run a [Technical RequirementsCheck \(Links to an external site.\)](#) on your computer.
- Please visit our [ADA Compliance\(Links to an external site.\)](#) webpage for information about accessibility involving the tools used in this course.
- Please visit [Canvas Commitment Accessibility \(Links to an external site.\)](#) webpage for more information.
- For additional assistance, please contact FIU's [Disability Resource Center\(links to an external site.\)](#).
- Learn more about [academic integrity policies and procedures\(links to an external site.\)](#)
- If you or a classmate needs help, please go to [Counseling and Psychological Services\(Links to an external site.\)](#).
- If you think a classmate is in need of resources or support, please go to [Panthers Care\(Links to an external site.\)](#).
- Learn more about available resources for [Academic and Career Success\(Links to an external site.\)](#)
- Policies for Assigning Incomplete: [Incomplete Policy\(Links to an external site.\)](#)

**Effective 8/1/2019: Updated Academic Integrity Guidelines (Excerpt from 2019-2020 Faculty Handbook p. 34):**

*“Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and to honestly demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Student Conduct and Honor Code procedures and sanctions as outlined in the FIU Regulation 2501 and the Student Handbook.”*

## TEACHING METHODOLOGY

Do not copy without the express written consent of the instructor.

This course is hybrid, which will be taught through a combination of online and in-class resources. This course will be meeting face-to-face, unless there are some extenuating circumstances due to COVID-19, in which case, this course will be meeting remotely every week through Zoom during our typical course time. You will be required to read course content, submit assignments, and participate in discussions with your peers in an online forum. You are responsible for weekly readings and assignments, to solidify your understanding on the concepts. Our face-to-face (or Zoom) meetings will be dedicated to extending your knowledge and applying the concepts to practices, in preparation for your major assignments, as well as your future in the education field. Our face-to-face (or Zoom) meetings are not optional; active participation will be a large percentage of your final grade

## IMPORTANT INFORMATION

### POLICIES

Please review the [FIU's Policies](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

### TECHNICAL REQUIREMENTS & SKILLS

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy, we mean being able to manage and organize computer files efficiently and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course, but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "[What's Required](#)" webpage to find out more information on this subject.

This course utilizes the following tools:

1. Canvas (i.e.: discussion board, journals, blogs, wikis)
2. Zoom (microphone/web camera)

Please visit our [Technical Requirements](#) webpage for additional information.

### ACCESSIBILITY AND ACCOMMODATION

Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

For additional assistance please contact FIU's [Disability Resource Center](#).

### COURSE PREREQUISITES

Do not copy without the express written consent of the instructor.

There are no prerequisites for this course.

## **PROCTORED EXAM POLICY**

**Please note that the information contained in this section applies only if your course requires a proctored exam.**

Through a careful examination of this syllabus, it is the student's responsibility to determine whether this online course requires proctored exams. Please visit our [Student Proctored Exam Instructions](#) webpage for important information concerning proctored exams, proctoring centers, and important forms.

## **TEXTBOOK**

### **Social Studies and Young Children**

**Authors: Odhiambo, Nelson, & Chrisman**

Publisher: Pearson, Education

ISBN: 9780133550733

### **Multicultural Education; Issues and Perspectives (10<sup>th</sup> edition)**

**Authors: Banks & Banks**

ISBN: 978-1-119-51156-4

You may purchase your textbook online at the [FIU Bookstore](#).

Supplemental Resources will be found for each module in Canvas and represent multiple and diverse perspectives, as does the Banks & Banks textbook above. For example:

1. [The Qx; Social Justice Belongs in our Schools](#),
2. <https://www.schoolclimate.org/themes/schoolclimate/assets/pdf/practice/sc-brief-equity.pdf> (School climate reform)
3. [https://nameorg.org/learn/photos/Chen\\_et\\_al.\\_2009\\_Becoming.pdf](https://nameorg.org/learn/photos/Chen_et_al._2009_Becoming.pdf) (Links to an external site.) (A tool to support self-reflection)

Do not copy without the express written consent of the instructor.

4. <https://www.racialequitytools.org/resourcefiles/mcintosh.pdf> (McIntosh's Invisible Knapsack of Privilege).

## Expectations of this Course

### What do I need to do to be successful in this course?

- **Review how to get started information** located in the course content.
- **Take the practice quiz** to ensure that your computer is compatible with Canvas.
- **Interact** online with instructor/s and peers.
- **Review** and follow the course calendar.
- **Read** all course announcements.
- **Log in** to the course **a minimum of three days** per week; at least one login should be at the beginning of the week so that assignments can be reviewed and communication with the professor can be done well before the due date.
- Respond to discussion boards **by the due date**.
- Respond to messages in Canvas Email system within **two days**.
- **Submit assignments** by the corresponding deadline.
- **Complete all** required assignments prior to the due date. If you wait until the last minute, **online support may not be available and simply sending an email to the instructor at that time will not rectify the grade you will receive if your assignments are not submitted on time and in the proper location.**
- **ALL technical issues are to be referred to the online help desk; not your professor.** The link is provided: (<http://onlinehelp.education.supportservices.com> (Links to an external site.))

### The instructor will:

- Log in to the course **daily Monday through Friday. Messages will not be responded to on the weekends.**
- Respond to discussion boards, blogs, and journal postings as needed and after the due date.
- Respond to Canvas Email system within **three days**.
- Grade assignments within **one week** of the assignment deadline.
- Be available for face to face or phone appointments with proper notice.

### Class Attendance:

**It is expected that all students will be in attendance face to face (or via Zoom) for all class sessions.** This is a class that requires active in-class participation from each member. It becomes particularly difficult if you miss a class session in which an assignment or concept is taught. Many times, information is presented in only one class session. If you miss a class **YOU** are responsible for any material given or changes made during the class period.

## STUDENT CODE OF CONDUCT

Do not copy without the express written consent of the instructor.

The policies, regulations, and requirements contained in this Student Code of Conduct may be revised in order to serve the needs of the University Students, faculty and staff, and to respond to changes in the law. The University or the Florida International University Board of Trustees may make changes in policies, regulations, and other requirements. The ultimate responsibility for knowing University requirements and regulations rests with the Student. For the latest Student Code of Conduct, please refer to the website of the Office of Student Conduct & Conflict Resolution (SCCR)

### Standards of Student Conduct

(1) Student Code of Standards: A University is a learning community following a tradition more than 1,000 years old. Florida International University (the University) is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service.

The University Student Code of Standards and the Statement of Philosophy were developed to embody the values that we hope our students, faculty, staff, administration and alumni will demonstrate. At the same time, the University is strongly committed to freedom of expression. Consequently, the Student Code of Standards and the Statement of Philosophy do not constitute University policy and are not intended to interfere in any way with an individual's academic or personal freedoms. We hope, however, that individuals will recognize these common principles thereby contributing to the traditions and scholarly heritage left by those who preceded them making Florida International University a better place for those who follow.

As a member of the University community, we would hope that you would:

- Respect the tradition of academic inquiry, the University's rules of conduct, and its mission.
- Respect the opinions and differences of all members of the FIU community.
- Practice civility and demonstrate conduct that reflects the values of the institution.
- Respect the rights and property of the University and its members.
- Be diligent and honest in your personal and academic endeavors.

### ACADEMIC MISCONDUCT DEFINITIONS AND PROCEDURES

**Introduction:** Students at Florida International University are expected to adhere to the highest standards of integrity in every aspect of their lives. Honesty in academic matters is part of this obligation. Academic integrity is the adherence to those special values regarding life and work in an academic community. Any act or omission by a student, which violates this concept of academic integrity and undermines the academic mission of the University, shall be defined as academic misconduct and shall be subject to the procedures and penalties that follow.

**Definition of Academic Misconduct:** Academic misconduct is defined as the following intentional acts or omissions committed by any FIU student:

Do not copy without the express written consent of the instructor.

**Cheating:** The unauthorized use of books, notes, aids, electronic sources; or unauthorized use of on-line exams, library materials or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers (or on-line examination) or course materials, whether originally authorized or not. Any student helping another cheat may be found guilty of academic misconduct.

**Plagiarism:** The deliberate use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student, who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is guilty of plagiarism. Any student helping another to plagiarize may be found guilty of academic misconduct.

**Misrepresentation:** Intentionally lying to a member of the faculty, staff, administration, or an outside agency to gain academic advantage for oneself or another, or to misrepresent or in other ways interfere with the investigation of a charge of academic misconduct.

**Misuse of Computer Services:** The unauthorized use of any computer, computer resource or computer project number, or the alteration or destruction of computerized information or files or unauthorized appropriation of another's program (s).

**Bribery:** The offering of money or any item of value to a member of the faculty, staff, administration or any other person in order to commit academic misconduct.

**Conspiracy and Collusion:** The planning or acting with one or more fellow students, any member of the faculty, staff or administration, or any other person to commit any form of academic misconduct together.

**Falsification of Records:** Tampering with, or altering in any way any academic record used or maintained by the University.

**Academic Dishonesty:** In general, by any act or omission not specifically mentioned above and which is outside the customary scope of preparing and completing academic assignments and/or contrary to the above stated policies concerning academic integrity.

Any violation of this section shall first require a determination as to whether the act or omission constitutes academic misconduct.

#### University Graduate School Statement on Plagiarism

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students

Do not copy without the express written consent of the instructor.

are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Misconduct includes:

**Cheating** – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not.

**Plagiarism** – The use and appropriation of another’s work without any indication of the source and the representation of such work as the student’s own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

Access our [website](#) for additional information.

## COURSE DETAIL

### Course Communication

Communication in this course will take place via the Canvas Inbox. Check out the [Canvas Conversations Tutorial](#), or [Canvas Guide](#) to learn how to communicate with your instructor and peers using Announcements, Discussions, and the Inbox. I will respond to all correspondence within **2 days**.

Canvas Messaging is a private and secure text-based communication system that occurs within a course among its Course members. The messaging tool is located on the Course Menu, on the left side of the course webpage. It is recommended that students check their messages routinely to ensure up-to-date communication.

Visit our [Writing Resources](#) webpage for more information on professional writing and technical communication skills.

## IMPORTANT:

Please take the time to read the [ZOOM ETIQUETTE](#) for our synchronous remote course.

- All students are expected to attend class meetings face to face (or through Zoom) on Tuesday 2:00 P.M.-3:15 P.M.

Do not copy without the express written consent of the instructor.

- If you are unable to attend a class meeting through Zoom for any reason, please let me know through Canvas Messaging.
  - To log in to our class meetings on Zoom, use the link and passcode inside our Canvas course under Zoom Meeting.
  - To facilitate remote instruction, this course will require the use of various technology tools that may be unfamiliar to you. I will offer a review of these tools and/or direct you to tutorials on how to best use them.
  - In addition to the scheduled class meetings, the course includes readings, assignments, homework, and quizzes. Refer to the course schedule inside of our Canvas course, under Modules.
  - Assignment instructions and respective due dates are posted under Modules in our Canvas course.

## DISCUSSION FORUMS

Keep in mind that your discussion forum postings will likely be seen by other members of the course. Care should be taken when determining what to post.

You are expected to post **a message** to answer the questions posed in each forum when requested. You are also expected to reply to messages in each forum that responds to postings of other classmates by expanding or questioning his or her comments by the date indicated. Each module will explain whether or not you need to post messages, replies to messages, and how many messages.

Quality postings are postings that not only require you to agree or disagree with a classmate, but they also include an explanation of the reasons for which you agree or disagree. If you disagree with a classmate, provide reasons to support your position.

As you write your discussion posts, refer to the above parameters and the “*Interact Moves*” as they will be the criteria on which I grade your posts. Make sure your posts include the following format:

**Appreciate:** Share what you like, appreciate or value in the post you’ve read. Be specific.

**Probe:** Probe for more details. Ask questions that will help give you a better sense of another person’s perspective.

**Quote:** Cut and paste a phrase or sentence from the original post into your comment. Ask a question about it or say what you find interesting or important about what is being said.

**Reflect Back:** Say what you think you are hearing. “What I hear you saying is... Is that what you are trying to say? The goal here is to confirm your understanding of what is being communicated or to “get on the same page.”

**Connect:** Make a connection between something in the post and your own experience, feelings, or interests.

Do not copy without the express written consent of the instructor.

**Extend:** Describe how the post extended your thoughts in new directions or gave you a new perspective.

Adapted from the “Dialogue Toolkit” developed by Carrie James, Project Zero - Harvard Graduate School of Education

Access the Dialogue ToolKit Discussion Rubric.

## ASSIGNMENTS

Every week you are required to submit assignments related to the readings, videos, and other materials provided to you to understand the content. These assignments will be a combination of reflections, discussion board posts, and replies, videos, films, pictures, symbols, images, songs, etc. Each assignment will give you a maximum number of points you may earn.

### Final Advocacy Project

This will serve as an assessment of your Global Awareness, Global Perspective, and Global Engagement.

## GRADING

### Course Requirements

Major Assignment: Advocacy Project

Participation

Weekly Assignments (24 items x 10 points)

**Total Possible Points**

**Points for Each**

150

150

240

**540**

**Graded by:**

Within seven days of the assignment deadline

Within seven days of the assignment deadline

Within seven days of the assignment deadline

Letter	Range (%)	Letter	Range (%)	Letter	Range (%)
A	Above 93	B-	81 - 83	D+	67 - 70

Do not copy without the express written consent of the instructor.

Letter	Range (%)	Letter	Range (%)	Letter	Range (%)
A-	91 - 92	C+	77 - 80	D	64 - 66
B+	87 - 90	C	70 - 76	D-	61 - 63
B	84 - 86			F	< 61

**How to Submit Assignment: Upload your assignment as a PDF to the Discussion Board.**

### Class Participation and weekly reading assessments

Every week you will receive a grade for both class participation and how well you demonstrate your knowledge of the required readings. Class participation will be measured in Netpod, interactive discussions, and collaborative group work/informal presentations. Content knowledge from the weekly readings will be measured in quizzes, creating your own quiz questions, reflections, informal presentations, and short summaries. You will be notified of the type of assessment the week prior. For each class meeting, you will receive 5 points for participation and 5 points for content knowledge.

### LATE WORK POLICY

Be sure to pay close attention to deadlines — late work will not be accepted when there is a health issue with documentation. Grades will be lowered by one rank on the rubric for each two days that the assignment is late.

All assignments should reflect professional quality -- ideas expressed clearly, correct grammar and spelling, and neat in appearance.

### COURSE CALENDAR

Date	Topic	Reading/Video Assignments	Weekly Assignments
Module 1 Week 1 August 26- Sept. 1	Getting Familiar with Canvas and to each other Syllabus and Assignments Overview	Syllabus Purchase the required textbooks	1. Reflection on current knowledge of the course content 2. Concept maps for each of the 3 components in the course 3. Read over syllabus and model email structure.
Module 2 Week 2	Topic: NCSS Standards and teaching social justice in schools	Read: links to readings are located in canvas for Module 2	3. NCSS themes 4. History retold and social justice

Do not copy without the express written consent of the instructor.

Date	Topic	Reading/Video Assignments	Weekly Assignments
Sept. 2-8			
Module 3	Topic: Theoretical foundations of learning and goals of multicultural education and social justice	Read: SSYC; CH1 MC.Ed: pgs.6-21	5. Traditional school climate and the impact on students from diverse backgrounds.
Week 3			
Sept. 9-15		Supplemental reading included in canvas for Module 3	6. Theoretical process of learning and how it applies to SS
Module 4	Topic: How to plan for social studies activities	Read: SSYC (Odhiambo): Ch. 2	7. Cultural Identity Map
Week 4			
Sept. 16-22	What is culture and how does it impact learning?	MC. Ed (Banks and Banks): Ch. 2	8. NCSS backwards design
Module 5	Topic: Families and Communities in Early Childhood Education	Read: SSYC (Odhiambo): Ch. 3 MC. Ed Banks and Banks: Ch. 5	9. Two models of spheres of influence 10. Development of social studies activities for each level of the sphere of influence
Week 5			
Sept. 23-29		Other materials posted to Canvas	
Module 6	Topic: Culturally Responsive Instruction	Read: MC. Ed (Banks and Banks): Ch. 13	11. Self-awareness of anti-bias survey
Week 6			12. Video analysis of Culturally Responsive Instruction
Sept 30- Oct. 6		Other materials posted to Canvas	
Module 7	Topic: Teaching history and becoming familiar with backstage/frontstage	Read: SSYC (Odhiambo): Ch. 4	13. Self-reflection of backstage racism, frontstage racism, and white privilege
Week 7			

Do not copy

Do not copy without the express written consent of the instructor.

Date	Topic	Reading/Video Assignments	Weekly Assignments
Oct. 7-13	racism, and white privilege	MC. Ed (Banks and Banks): Ch. 9	14. Past, present, and future activity
		Other materials posted to Canvas	
Module 8	Topic: Civics, government, and citizenship	Read: SSYC: Ch. 5	15. Stages of the development of cultural identity
Week 8		MC. Ed (Banks and Banks): Ch. 11	16. Civics, government, and citizenship lesson
Oct. 14-20	Development of cultural identity		
Module 9	Topic: Economics and social issues	Read: SSYC: Ch. 6	17. Impact of social class on education
Week 9		MC. Ed (Banks and Banks): Ch. 3	18. Video analysis of economics activity
Oct. 21-27	Social class and education		
Module 10	Topic: Understanding Geography	Read: SSYC: Ch. 7	19. Geography activity
Week 10		MC. Ed (Banks and Banks): Ch. 10	20. Language diversity activity
Oct. 28-Nov. 3	Language Diversity and Scheduling		
Module 11	Topic: Diversity and Anti-Bias	Read: SSYC: Ch. 8	21. Anti-bias activity
Week 11		MC. Ed (Banks and Banks): Ch. 5-Ch. 6	22. Constructing a classroom for diversity activity
Nov. 4-10	Classrooms for diversity		
Module 12		Read: SSYC: Ch. 9	23. Assessment activity
Week 12	Topic: Assessment	MC. Ed (Banks and Banks): Ch. 15	24. Diversity in assessment activity

Do not copy without the express written consent of the instructor.

Date	Topic	Reading/Video Assignments	Weekly Assignments
Nov. 11-17	Topic:		
Module 13	Gender Bias	Read:	
Week 13	Communities, Families, and Educators working towards school improvement	MC. Ed (Banks and Banks): Ch. 5 and Ch. 15	25. Gender bias activity 26. Family involvement activity
Nov. 18-24			
Module 14			
Week 14		Thanksgiving	No class
Nov. 25- Dec. 1			
Week 15			
Week 15			
November 26- Dec. 2	Wrap-up		Project presentations

Do not copy