California State University, Long Beach
College of Education
Teacher Education Department

EDEL 472: Teaching and Learning History/Social Science, K-8

Instructor: Dr. Stacy A. Griffin	
Office: Virtual Office or via email, Monday through Friday, 9am-4pm	**Email**: stacy.griffin@csulb.edu
Course: EDEL 472: Teaching and Learning History/Social Science, K-8	**Prerequisite**: Admission to UDCP
Class Days/Times: 24/7	**Term**: Spring 2021

Vision:
Equity & Excellence in Education

Mission:
The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

Prerequisite: Admission to the Multiple Subject Credential Program

Course Description:
Prerequisite: Admission to the Multiple Subject Credential Program. Theory, research, content, and standards-based history-social science teaching for diverse classrooms. Requires ten hours of fieldwork in public school classrooms with at least 25% of the students classified as English Language Learners (ELL). Traditional grading only.

Required Texts:
Griffin, S. A. (2018). Teaching and learning history/social science: An anthology. San Diego, CA: University Readers.
Available in digital or hardcopy at https://store.cognella.com/22959 or through Day 1 Digital Access (D1DA) on BeachBoard.

California Department of Education (2016). *History-social science framework.* Sacramento: Author.
Available at https://www.cde.ca.gov/ci/hs/cf/hssframework.asp

Recommended Readings:
Los Angeles County Office of Education (2011). *Preparing students for college, career, and citizenship: A California guide to align civic education and the common core standards for English language arts and literacy in history/social studies, science and technical subjects.* Downey, CA: Author.

National Governors Association Center for Best Practices, Council of Chief State School Officers. (2010). *Common core standards for English language arts and literacy in history/social studies, science, and technical subjects.* Washington, DC: Author.

Syllabus:
You are responsible for the information and requirements in the syllabus, course calendar, criteria stated in assignment rubrics, announcements, emails, and course material displayed on BeachBoard. **The syllabus represents a contractual agreement between the student and the instructor.** Maintaining enrollment in this class constitutes your agreement to accept the requirements and responsibilities for this class as stated in the syllabus.

Student Learning Outcomes (SLOs):
Upon successful completion of this course, students will be able to:

SLO 1-Engaging & supporting all students in learning (CSTP 1; TPEs 4, 5, & 6):
1.1 Use the California History-Social Science Standards, Framework, Common Core State Standards for English Language Arts (CCSS-ELA) and other resources to plan a unit of study for K-8 students
1.2 Write clearly-stated lesson plans based upon instructional objectives, teaching strategies, classroom materials, and assessment plans that are coordinated and consistent with the Standards
1.3 Identify a variety of activities, teaching strategies, and instructional materials that motivate and sustain students' active involvement and learning

SLO 2-Creating & maintaining effective environments for student learning (CSTP 2; TPEs 10 & 11):
2.1 Locate resource materials that are relatively free of bias, which foster learning and present perspectives of different cultural, linguistic, ethnic, and socioeconomic backgrounds
2.2 Integrate technology using such instructional resources such as social studies software and the Internet to conduct research, to tap global information sources, and for global communication
2.3 Incorporate multicultural and broad global issues into history-social science lessons
2.4 Choose instructional strategies that assist students in developing responsible and independent learning habits
2.5 Develop citizenship lessons that promote students' development as ethical participatory members in a democratic society and global community;

SLO 3-Understanding & organizing subject matter for student learning (CSTP 3; TPE 1):
3.1 Demonstrate the ability to provide access to history-social science content and support all students in reaching learning goals by adapting and relating them to student backgrounds, prior knowledge, experiences, and interests

3.2 Explain how to use and plan for inquiry learning, integrated curricular
approaches, textbooks, experiential learning, visuals, primary sources and artifacts, and multiple
perspectives when teaching history-social science
3.3 Create learning opportunities for students involving various history-social
science disciplines (including geography, anthropology, economics, political science, and
sociology) that prepares them to live in an interconnected world
3.4 Implement discipline-specific questioning, instructional strategies, and follow-up tasks that
promote students' higher order thinking
3.5 Select, develop, implement, and evaluate instructional strategies and resources for integrating
international and global perspectives into history-social science.

SLO 4-Planning instruction & designing learning experiences for all students (CSTP 4;
TPEs 7, 8, 9):
4.1 Adapt social studies lessons for English learners at various levels of
comprehension and English language development using SDAIE techniques and strategies
4.2 Design instruction for elementary and middle school history-social science content
that includes appropriate accommodations and modifications for the continuum of students with
mild/moderate to moderate/severe disabilities

SLO 5-Assessing student learning (CSTP 5; TPEs 2 & 3):
5.1 Implement, as a part of an instructional unit, standards-linked assessment and
evaluation procedures that are based on authentic forms of assessment with meaningful and
exemplary tasks

SLO 6-Developing as a professional educator (CSTP 6; TPEs 12 & 13):
6.1 Plan for continued professional development during and after the course in order to become
better social studies teachers collaboratively with professional colleagues
6.2 Observe and participate in an elementary or middle school classroom and enhance teaching
ability in field experience

Outline of Subject Matter:
A. Theoretical foundations and research for teaching elementary and middle school history-
   social science content (SLO 1, 2, 3)
1. Learning theories as applied to history-social science teaching
2. Socio-historical perspectives on the teaching of history-social science
3. Significance of studying history
4. Global competence
5. Citizenship in a democratic society and global community

B. Standards and Other Guidelines (SLO 1)
1. California History-Social Science Framework
             a. Distinguishing characteristics
             b. Content
             c. Instructional goals and strands
2. California History-Social Science Standards
             a. Curriculum mapping

           b.   Selecting teaching topics
           c.   Linking standards, instruction, and assessment
           d.   Backward planning

3. California Common Core State Standards for English Language Arts
           a. Integrating the Common Core State Standards in History-Social Science teaching
           b. Close reading of historical documents and resources
           c. Content vocabulary
           d. Writing with purpose and evidence

C. Intersection of history-social science, multicultural, and global education (SLO 2, 3)
1. Acknowledging and learning about the cultures and history of children from other than mainstream or European-American backgrounds
2. Stepping beyond the teaching of social studies from a strict western civilization perspective
3. Recognizing the contributions of all cultures, especially those of cultures represented in diverse contemporary classroom populations
4. Using history-social science as a vehicle for creating cross-cultural communication and cultural awareness
5. Integrating global knowledge and skills into the history-social science curriculum
6. Fostering student interest in current events and world affairs

D. Children using historical thinking (SLO 1, 3)
1. Developing critical thinking
2. Inquiry models: discovery learning, etc.
3. Inquiry and the scientific process: hypothesizing, gathering data, analyzing, and communicating findings
4. Questioning models
5. Working with primary sources and artifacts
6. Five themes of geography
7. Multiple perspectives

E. Planning cohesive units and lessons (SLO 1, 2)
1. Aligning instruction: standards, student outcomes, activities, and Assessment
           a.   Spiraling content to support and build upon prior knowledge
           b.   Designing instructional activities
           c.   Comprehensible content strategies
           d.   Linguistically, culturally, and developmentally appropriate activities
           e.   Active learning
           f.   Primary sources and artifacts
           g.   SDAIE and primary language support
           h.   Accommodating students' special needs
2. Student-centered learning
           a.   Offering multiple levels of choice
           b.   Self-directed learning experiences
           c.   Inquiry as a learning tool
           d.   Metacognition

     e.   Learning centers
3.   Gathering instructional resources
4.   Using textbooks and other information resources

F.   Integrating language arts with the history-social science curriculum (SLO 1)
1.   Multicultural children's literature
2.   Bringing history to life
3.   Interpreting non-print material as social science text (i.e., oral history, storytelling)
4.   Using writing experiences to learn
5.   Oral participation and expression

G.   Using the visual and performing arts in history-social science (SLO 1)
1.   Art as cultural expression; learning about many cultures through their art
2.   Creative expression, learning and assessment through dramatic forms: creative dramatics, reader's theater, puppetry, videos, role-playing, tableau, and simulations as ways of conducting and presenting social science inquiry

H.   Assessment of history-social science learning (SLO 5)
1.   Assessing prior knowledge
2.   Authentic forms of assessment
3.   An outcome, standards-based approach to teaching social studies
4.   Assessment as an integral, integrated component of social studies instruction
5.   Analyzing student work to improve and inform instruction

I.   Technology as an instructional tool in history-social science (SLO 3)
1.   Using technology to support and enhance history-social science
2.   Internet history-social science resources
3.   Evaluating internet materials and history-social science software
4.   Integrating ISTE standards
5.   Using and creating tools such as webquests, databases, maps, and graphs
6.   Classroom management

J.   Continued professional development (SLO 6)
1.   Collaborating with other educators
2.   Evaluating instructional materials
3.   Professional history-social science organizations
4.   History-social science resources

K.   The components of history-social science instruction that relate to students with special needs (SLO 4)
1.   Accommodations and modifications for diversifying history-social science instruction for a variety of learners with special needs (e.g., mild/moderate to moderate/severe)
2.   Universal Design for Learning (UDL)
3.   Response to Instruction and Intervention (RTI^2): Tier I, Tier II, Tier III
4.   Multi-tiered Systems of Support (MTSS)

L. Theory, research and effective application of comprehensible history-social science content instruction for all students (SLO 3)

1. Research-based and field-tested teaching strategies that are shown most effective for English learners and students with special needs (i.e., cooperative learning, experiential activities, multiple intelligences, student specific strategies
2. Organizing instruction by tapping prior knowledge, contextualizing lessons, teaching study skills, modifying the use of textbooks, and facilitating active learning
3. Resources that provide comprehensible input: realia, visuals, media, drama, collaborative projects, computers, and primary language resources
4. Incorporating English Language Development standards into history-social science lessons

M. Fieldwork experience (SLO 6)

1. Minimum ten hours of field work in elementary/middle school classrooms with at least 25% of students classified as English learners
2. Observe/participate in a setting with special needs students. The observation will be followed by an in-class assignment focused on observations of settings and materials for students with disabilities.
3. Students reflecting in writing including links to theory, research, and practice, on how instruction aligns with
   a. History-social science education
   b. Teaching EL in diverse linguistic settings
   c. Accommodations made for students with special needs

Mode of Delivery and Technical Requirements:
<mark>This course is completely asynchronous which means that there will be no Zoom sessions.</mark>
Asynchronous classes allow you to work on your own time and at your own pace, as long as you adhere to posted deadlines. Self-motivated and disciplined students can thrive in this learning environment. Each participant must be willing to take a proactive approach to learning. Your professor is the facilitator for the class. If you prefer face-to-face learning, it is recommended that you enroll in a synchronous version of this course.

Technology:
- The class will be using BeachBoard D2L for communication, dissemination of course materials, and access to web-based resources.
- All students must sign-up for BeachBoard access via their CSULB Internet account. Login at http://beachboard.csulb.edu
- You will also be able to access email free of charge via https://daf.csulb.edu/email/. You need to use your CSULB email account for all correspondence.
- Recommended browsers: For Windows PC-Internet Explorer; For Mac-Safari.

Technical Assistance: <mark>Please do not email the instructor with technology issues.</mark>
For BeachBoard, please contact the Technology Help Desk using their online form – http://web.csulb.edu/divisions/aa/academic_technology/thd/contact/ or by phone at (562) 985-4959 or visit them on campus in the Academic Service (AS) building, room 120.

Computer Access:
The university is expected to provide an in-person computer lab in the University Student Union during 2020-21 and the opportunity to borrow laptops and/or wi-fi hotspots, if needed.

BeachBoard Access:
To access this course on BeachBoard - https://bbcsulb.desire2learn.com/ you will need access to the Internet and a supported Web browser (Firefox is the recommended browser). You log in to BeachBoard - https://bbcsulb.desire2learn.com/ with your CSULB Campus ID and BeachID password. Bookmark this link for future use, or you can always access it by going to CSULB - http://www.csulb.edu/'s homepage and clicking on the BeachBoard link at the top of the page. Once logged in to BeachBoard, you will see the course listed in the My Courses widget on the right; click on the title to enter the course.

Course Communication:
Students may post questions to the *Virtual Office* on BeachBoard.
Students may email the instructor, Monday – Friday (9:00am-4:00pm). <mark>**The instructor is not obligated to respond to emails or questions in the *Virtual Office* outside of the hours posted. The instructor does not work on weekends.**</mark>

<mark>**Please do not** email the instructor or classmates through BeachBoard; messages will go to a spam folder. Send emails directly through your browser.</mark> When contacting the instructor, <mark>**include the title and section of the course**</mark> you are inquiring about. Be sure to use professional language for all correspondence (Ex. Dear Dr. Griffin, My name is _____ and I am enrolled in class/section number. I have a question about _____.) <mark>**When emailing, you are required to use your CSULB account.**</mark>
We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates and discuss course-related topics. <mark>Please note: It is the student's responsibility to check BeachBoard a minimum of twice per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students.</mark>

Course Components and Grading:
S4 @ The Beach:
- ALL credential candidates are required to log their fieldwork hours on S4@ The Beach. Due to the pandemic, we will use alternative assignments (creating an E-Portfolio) to meet the requirements.
- Information on how to complete the time log can be found on the Office of Clinical Practice website at www.csulb.edu/ocps4. <mark>Please do not email the instructor with questions about S4. Direct any inquiries to the Office of Clinical Practice.</mark>
- **Please note: Students will <u>not</u> receive credit for this class without the completed S4 Verification. Falsifying information on the Verification Forms will result in failing the class and referral to the Department Chairperson.**

Description of assignments:

1) Discussion Board:
Teacher Candidates will respond to prompts, when required, on the Discussion Board by 11:59pm each Wednesday. You are required to read all posts and will be monitored for compliance by the course facilitator. Teacher Candidates will respond to at least one other classmate's post by 11:59pm on Friday. **The more you interact, the more you will learn!**

You will choose a thematic unit to teach over the course of the semester. Go to http://www.cde.ca.gov/ci/hs/cf/sbedrafthssfw.asp and click on the grade level you are working with to guide your decision. Additional information provided on BeachBoard.

2) Annotated Bibliographies:
When you are beginning to develop an instructional unit, it is very important to collect as many resources as possible. You will want to have high quality children's literature. For this assignment, you will complete EIGHT total annotated bibliographies, at least TWO of the books should reflect multicultural literature. Each of the books you choose must be related to your unit.

3) Unit Plans:
Your Instructional Unit lessons will cross disciplines of study and include lessons that support your subject.

Lesson Plan Format

Delete blue writing before completing template

Name:
Grade Level:
Title of History/Social Science Unit: Titles are listed at https://www.cde.ca.gov/ci/hs/cf/hssframework.asp. For example, Grade One: A Child's Place in Time and Space, Grade Two: People Who Make a Difference
Title of Lesson/Objective: Lesson titles are also listed at https://www.cde.ca.gov/ci/hs/cf/hssframework.asp. For example, Why did people settle in California?
Common Core English Language Arts Standard(s):   **ELD Standard(s):**   **VAPA Standard(s) when applicable:**
Objective(s): Students will…
Communicating the objective(s) to the students: How will you communicate the objective(s) to the students? What will you say/do?
Modeling: Which instructional strategies will you use and how will you use them?
Guided Practice: How will you work with students (in groups, partners, etc.) and what will they do?

Independent Practice: What will your students do independently to demonstrate their understanding of the objective?
Checking for Understanding and/or Assessment: How will you know that your students are proficient with the objective during and after the lesson?
Closure: What will you do/say to revisit the objective and wrap-up the lesson?
Management Plan: What will you do for students who may be off-task?
Lesson Adaptations for English Language Learners: How will you differentiate your instruction to meet the needs of ELLs?
Lesson Adaptations for Special Needs Students: How will you differentiate your instruction for students who have special needs?

3a) Literature Lesson: Develop a lesson in which students use literature to learn more about your unit's history-social science topic.

3b) Expository Text Lesson: **Signature Assignment**
The signature assignment demonstrates that you know how to teach children how to read an informational text closely.

3c) Primary Source Lesson: Develop a lesson in which students work with primary sources and /or artifacts.

3d) Visual and Performing Arts Lesson: Develop a lesson in which students use a Visual or Performing Arts Standard to learn more about your unit's history-social science topic.

3e) Integrated Lesson: (Technology/English Language Arts) You will create a Virtual Field Trip integrating technology, English Language Arts, and your unit theme.

Grading Policy:
- Grades are determined based on specific evaluation rubrics for each assignment. On time submissions are eligible for full credit. **Late submissions, within one week of the deadline, will be penalized by 20%.** At the instructor's discretion, a student may resubmit up to two assignments for a higher grade. However, resubmitted assignments are not eligible for full credit and will also receive a penalty of a 20% deduction. **No assignments will be accepted seven days after the due date unless an agreement has been made between the instructor and the teacher candidate. Any assignment posted seven days after the due date will not be graded.**
- All assignments are to be typed in Times New Roman; 12-point font, double spaced, and uploaded to BeachBoard except when otherwise indicated.
- Assignments are performance-based and graded per specific criteria as stated on Assignment Rubrics.
- Prior to doing any assignment, use the rubric as a checklist for your work.
- The instructor is more than willing to clarify any questions about assignment criteria.
- Partial or off-topic assignments will not be accepted for grading.
- Keep a copy of each assignment for your own records.

Points	Grade	Proficiency Level

90-100	A	Mastery of the relevant course standards
80-89	B	Average proficiency of the relevant course standards
70-79	C	Satisfactory proficiency of the relevant course standards
60-69	D	Partial proficiency of the relevant course standards
59 and Below	F	Little or no proficiency of the relevant course standards

Plagiarism/Academic Integrity Policy:
Work that you submit is assumed to be original unless your source material is documented appropriately, such as a Works Cited page. Using the ideas or words of another person, even a peer, or a web site, as if it were your own, is plagiarism. Students should read the section on http://www.csulb.edu/divisions/aa/catalog/current/academic_information/cheating_plagiarism.html.

University Withdrawal Policy:
Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see Grades - http://www.csulb.edu/depts/enrollment/student_academic_records/grading.html). Application for withdrawal from CSULB or from a class must be officially filed by the student with Enrollment Services whether the student has ever attended the class or not; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. Please refer to the CSULB Course Catalog - http://www.csulb.edu/divisions/aa/catalog/current/academic_regulations/withdrawal_policy.html to get familiar with the policy.

Attendance Policy:
Students are expected to visit BeachBoard a minimum of two times a week. Daily visitations are encouraged. Please refer to and get familiar with the
CSULB Attendance Policy - http://www.csulb.edu/divisions/aa/catalog/current/academic_information/class_attendance.html

Excused absences will be granted only if written evidence (e.g. a doctor's written notice, a letter for jury duty, or a copy of a funeral program) is provided in a timely manner. (University Attendance Policy, PS 01-01, defines excused absences as 1) illness or injury to the student; 2) death, injury, or serious illness of an immediate family member or the like; 3) religious reasons (California Educational Code section 89320); 4) jury duty or government obligation; 5) University sanctioned or approved activities.)

Students missing 3 or more posts will be advised to drop the class and retake it in a subsequent semester.

Statement Regarding Students with Disabilities:
Students with a disabilities or medical restriction who are requesting a classroom or academic accommodation should contact the Bob Murphy Access Center (BMAC) located in the Student Success Center, #110, or by phone at 562.985.5401, or via email at BMAC@csulb.edu. The

BMAC will work with you to identify a reasonable accommodation in partnership with appropriate academic offices and medical providers. We encourage students to reach out to BMAC as soon as possible. It is the student's responsibility to notify the instructor in advance of the need for accommodation related to a university-verified disability.
*Please notify the instructor during the first week of class.

Statement Regarding Campus Programs and Services
Please click on http://web.csulb.edu/divisions/students/programs.html for a list of general student supports offered by the Division of Student Affairs.

LATE SUBMISSIONS OF THE SIGNATURE ASSIGNMENT WILL NOT BE ACCEPTED!

I look forward to a successful semester!

EDEL 472 Course Calendar (Subject to Change)
You can conduct your lesson plans at your own pace, but you are required to adhere to assignment submission deadlines.

Week	Course Topics	Assignments
W-1 1/19-1/22	Familiarize yourself with the tabs and discussions on BeachBoard. Read all of the materials in the Important Documents folder in our Content Tab. Purchase or rent the textbook	
W-2 1/25-1/29	Preparing for teaching a unit	**DUE:** *Review the content in the Week Two Content Tab *Collect resources for your Annotated Bibliography *Post mini-bio to the Discussion Board by 11:59pm on Wednesday *Reply to *at least* one other post by 11:59pm on Friday *Visit the Cyber Cafe
W-3 2/1-2/5	*Theoretical foundations and research for teaching elementary and middle school history-social science content (SLO 1, 2, 3) *Interactive Reading (SLO 1, 4)	**DUE:** *Read the documents under the Week Three Content Tab ***Read Text: Part 2 (Pages 27-38)** *Compose Unit Topic Planning Form *Discussion Board response due on or before 11:59pm on Wednesday *Respond to other posts by 11:59pm on Friday <mark>***Annotated Bibliography due to the Dropbox by 11:59pm on Friday, 2/5**</mark>
W-4 2/8-2/12	*Standards and Other Guidelines (SLO 1)	**DUE:** *Read the documents under the Week Four Content Tab ***Read Text: Part 1 (Pages 1-16)**

	*Differentiated Instruction (SLO 1, 3) *Gradual Release of Responsibility Model (SLO 1, 3).	*Create Literature Lesson *No Discussion Board Requirement
W-5 2/15-2/19	*Intersection of history-social science, multicultural, and global education (SLO 2, 3) *Signature Assignment Workshop	**DUE:** *Read the documents under the Week Five Content Tab *Read Text: Part 2 (Pages 39-64) *Conduct Literature Lesson *Discussion Board response due on or before 11:59pm on Wednesday *Respond to other posts by 11:59pm on Friday *Unit Topic Planning Form due on or before 11:59pm on Friday, 2/19
W-6 2/22-2/26	*Children using historical thinking (SLO 1, 3) *Close Reading (SLO 1, 3, 4)	**DUE:** *Read the documents under the Week Six Content Tab *Read Text: Part 4 (Pages 115-122) * Create Expository Text Lesson *No Discussion Board Requirement *Literature Lesson due to the Dropbox by 11:59pm on Friday, 2/26
W-7 3/1-3/5	* Primary Sources (SLO 1, 3, 4)	**DUE:** *Read the documents under the Week Seven Content Tab *Conduct Expository Text Lesson *Discussion Board response due on or before 11:59pm on Wednesday *Respond to other posts by 11:59pm on Friday *Expository Text Lesson due to the Dropbox by 11:59pm on Friday, 3/5
W-8 3/8-3/12	*Interactive Writing (SLO 1, 4)	**DUE:** *Read the documents under the Week Eight Content Tab *Create Primary Source Lesson *No Discussion Board Requirement
W-9 3/15-3/19	* Using the visual and performing arts in history-social science (SLO 1)	**DUE:** *Read the documents under the Week Nine Content Tab *Read Text: Part 4 (Pages 129-137) *Conduct Primary Source Lesson *Discussion Board response due on or before 11:59pm on Wednesday *Respond to other posts by

		11:59pm on Friday ***Primary Source Lesson due to the Dropbox by 11:59pm on Friday, 3/19**
W-10 3/22- 3/26	*Technology as an instructional tool in history-social science (SLO 3, 6)	**DUE:** *Read the documents under the Week 10 Content Tab ***Read Text: Part 3 (Pages 65-92)** * Create VAPA Lesson *Discussion Board response due on or before 11:59pm on Wednesday *Respond to other posts by 11:59pm on Friday
W-11 3/29-4/2	**Spring Break = Relax and Rejuvenate!**	
W-12 4/5-4/9	*Geography (SLO 1, 3, 4) *Virtual Field Trips (SLO 3, 6)	**DUE:** *Read the documents under the Week 12 Content Tab ***Read Text: Part 3 (Pages 93-114)** *Discussion Board response due on or before 11:59pm on Wednesday *Respond to other posts by 11:59pm on Friday ***VAPA Lesson due to the Dropbox by 11:59pm on Friday, 4/9**
W-13 4/12- 4/16	*The components of history-social science instruction that relate to students with special needs (SLO 4)	**DUE:** *Read the documents under the Week 13 Content Tab ***Read Text: Part 4 (Pages 123-128)** *Begin to Create Virtual Field Trip *No Discussion Board Requirement
W-14 4/19- 4/23	*Assessment of history-social science learning (SLO 5)	DUE: *Read the documents under the Week 14 Content Tab *Conduct Virtual Field Trip *Discussion Board response due on or before 11:59pm on Wednesday *Respond to other posts by 11:59pm on Friday ***Virtual Field Trip due to the Dropbox AND Discussion Board by 11:59pm on Wednesday, 4/21**
W-15 4/26- 4/30	*Do You Believe?	**DUE:** *Submit 10 hours to S4 @ The Beach *Confirmation of S4 Submission due to Dropbox *Discussion Board response
W-16 5/3-5/7	**All Assignments Completed!** ☺ **LATE WORK WILL NOT BE ACCEPTED**	