



**ED325 Course Syllabus (Spring 2022, 3 Credits)**

***Elementary Social Studies***

**School of Education and Behavioral Sciences**

**[Chaminade University Honolulu](http://www.chaminade.edu)**

**3140 Waialae Avenue - Honolulu, HI 96816**

**Instructor:** Scott Wylie

**Email:** [scott.wylie@chaminade.edu](mailto:scott.wylie@chaminade.edu)

**Office Hours:** [By Appointment](#)

**Office Location:** N/A

Email is the best way to reach me with questions about course assignments or policies. I will answer all emails by the next school day (usually within 24 hours, though weekends may take longer).

### **Course Catalog Description:**

This course focuses on the best methods of instruction in the elementary grade social studies, i.e. in history, geography, cultural anthropology, political science/civics and economics. The course will familiarize the student with the required social studies content as outlined in the Hawaii State Standards. This is primarily a methods course, but attention will be paid to mastery of the content areas as well. Required: 6 hours of O&P. Observation and Participation fee applies. Prerequisites: ED 220, ED 221.

### **Course Overview:**

In this course you will explore theories of student-centered pedagogy; study diverse methods of delivering instruction, and develop curriculum focused on social justice issues and grounded in students' experience and interests.

### **Marianist Values:**

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

While all five characteristics are present in this course, we will pay particular attention to "education for service, justice, and peace." This course will demonstrate methods for incorporating complex questions of equality, fairness, and social justice into the social studies curriculum in a way that is age- and grade-level appropriate. You will demonstrate your understanding of these approaches through weekly

discussions, reflection essays, and the creation of unit/lesson plans.

**Native Hawaiian Values:**

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

**CUS Core Competencies:**

1. Written Communication
2. Oral Communication
3. Quantitative reasoning
4. Critical Thinking
5. Information Literacy

**Program Learning Outcomes (PLOs):**

Upon completion of the undergraduate B.S. program in Elementary Education, students will be able to:

1. Apply knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Elementary students.
2. Describe central concepts, tools of inquiry and structures of the subject matter disciplines for Elementary students.
3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Elementary students.
4. Analyze the history, values, commitments, and ethics of the teaching profession within the school community.
5. Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

**Course Learning Outcomes (CLOs):**

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

1. Define social studies education and explain its role in the K-6 curriculum.
2. Design cross-curricular, thematic lessons infused with social studies themes.
3. Develop a pedagogical vision grounded in social justice education that could be implemented in an elementary classroom.
4. Articulate strategies to help students make informed decisions as citizens of a culturally diverse, democratic society and interdependent world.

**Alignment of Learning Outcomes:**

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values	2	2	4	4
CUS Core Competencies	1, 4	1, 4	1, 4	1, 4
Program Learning Outcomes	2, 4	2	4, 5	4, 5

**Required Texts:**

*Black Ants and Buddhists: Thinking Critically and Teaching Differently in the Primary Grades* by Mary Cowhey (ISBN: 978-1571104182)

*Civic Education in the Elementary Grades: Promoting Student Engagement in an Era of Accountability* by Dana Mitra and Stephanie Serriere (ISBN: 978-0807756348)

*Elementary Social Studies: Constructing a Powerful Approach to Teaching and Learning (Fourth Edition)* by S.G. Grant and Bruce A. VanSledright (ISBN: 978-0367855857)

**Course Website:**

This course can be accessed through your Canvas dashboard at <https://chaminade.instructure.com/>

**Technical Assistance for Canvas Users:**

- [How do I get help with Canvas as a student?](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- [Watch this video to get you started](#)
- [Online tutorials:](#) click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or call (808) 735-4855

### **Tutoring and Writing Services:**

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua 'Ike's website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

### **Assessment:**

Assignments should be turned in on the due date noted on the course Canvas page or otherwise indicated in class; *late assignments will negatively impact your grade in the course.*

Descriptions of all assignments along with scoring rubrics are available on the course Canvas page. Grades are calculated from the total points earned from course assignments. They are interpreted as follows:

- A Outstanding scholarship and an unusual degree of intellectual initiative
- B Superior work done in a consistent and intellectual manner
- C Average grade indicating a competent grasp of subject matter
- D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
- F Failed to grasp the minimum subject matter; no credit given

In this course, letter grades are defined as follows:

A (100-90%)	B (89-80%)	C (79-70%)	D (69-60%)	F (59-0%)
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### **Late Work Policy:**

All assignments should be turned in by the due date. I am willing to accept late work; however, all late assignments will receive a lower grade.

### IMPORTANT NOTE ON LATE DISCUSSION POSTS:

The success of the course rests on the quality of these discussions. Without time to read and respond to your peers, our shared classroom community (and the possibilities for learning therein) will suffer. *As a result, late discussion posts will receive at most 50% credit. Posts that are more than one week late will receive no credit.*

**Grade of Incomplete:**

If students are unable to complete the course due to circumstances beyond their control, the instructor will consider offering a grade of “incomplete”. This will provide the student with 90 days beyond the end of the term to complete all outstanding course requirements. Please note that a grade of “incomplete” must be discussed with the instructor before the end of the term. If a student does not contact the instructor by the end of the term to discuss the possibility of an incomplete, they will be awarded the grade they have earned to that point.

## University Policies

**Disability Access:**

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua ‘Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua ‘Ike Coordinator at (808) 739-8305 for further information ([ada@chaminade.edu](mailto:ada@chaminade.edu)).

**Title IX Compliance:**

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

**Attendance Policy:**

The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor’s Chaminade email address, calling the instructor’s campus extension, or by leaving a

message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

### **Academic Conduct Policy:**

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook:

<https://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf>

### **Credit Hour Policy:**

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work

represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

### Activities Schedule

Module 1 - Social Studies as Civic Engagement	
Week 1 (1/10 - 1/16)	
Social Studies as Civic Engagement: Overview and To Do List	
Assignment: Student Introduction <small>Jan 11, 2022   10 pts</small>	
Presentation: Social Studies as Civic Engagement	
Read: Civic Education, Chapter 1	
Discuss: Civic Education, Chapter 1 <small>Jan 13, 2022   10 pts</small>	
Reply to a Classmate in the Week 1 Discussion <small>Jan 16, 2022   10 pts</small>	
Week 2 (1/17 - 1/23)	
Read: Elementary Social Studies, Chapter 1	
Assignment: Elementary Social Studies, Chapter 1 Reading Response <small>Jan 18, 2022   10 pts</small>	
Read: Elementary Social Studies, Chapter 9	
Assignment: Elementary Social Studies, Chapter 9 Reading Response <small>Jan 20, 2022   10 pts</small>	
Social Studies as Civic Engagement: Wrap-up and Looking Ahead	

	▾ Module 2 - Connecting to Students' Lives and Experiences			
	Week 3 (1/24 - 1/30)			
	Connecting to Students' Lives and Experiences: Overview and To Do List			
	Presentation: Connecting to Students' Lives and Experiences			
	Read: Civic Education, Chapter 2			
	Assignment: Civic Education, Chapter 2 Reading Response <small>Jan 25, 2022   10 pts</small>			
	Read: Black Ants, Prologue			
	Discuss: Black Ants, Prologue <small>Jan 27, 2022   10 pts</small>			
	Reply to a Classmate in the Week 3 Discussion <small>Jan 30, 2022   10 pts</small>			
	Week 4 (1/31 - 2/6)			
	Read: Elementary Social Studies, Chapter 2			
	Assignment: Elementary Social Studies, Chapter 2 Reading Response <small>Feb 1, 2022   10 pts</small>			
	Assignment: Module 2 Synthesis <small>Feb 3, 2022   10 pts</small>			
	Connecting to Students' Lives and Experiences: Wrap-up and Looking Ahead			



























































































































	▼ Module 3 - Philosophical Foundations	
	Week 5 (2/7 - 2/13)	
	<input checked="" type="checkbox"/> Philosophical Foundations: Overview and To Do List	
	Presentation: Philosophical Foundations	
	Read: The Banking Concept of Education	
	Read: Overview of Freire's Critique of the Banking Model	
	Discuss: The Banking Concept of Education <small>Feb 10, 2022   10 pts</small>	
	Reply to a Classmate in the Week 5 Discussion <small>Feb 13, 2022   10 pts</small>	
	Week 6 (2/14 - 2/20)	
	Read: Black Ants, Chapter 1	
	Read: Elementary Social Studies, Chapter 3	
	Assignment: Elementary Social Studies, Chapter 3 Reading Response <small>Feb 15, 2022   10 pts</small>	
	Assignment: Module 3 Synthesis <small>Feb 17, 2022   10 pts</small>	
	Philosophical Foundations: Wrap-up and Looking Ahead	












	▼ Module 4 - Designing Lessons for Student Engagement	
	Week 7 (2/21 - 2/27)	
	<input checked="" type="checkbox"/> Designing Lessons for Student Engagement: Overview and To Do List	
	Presentation: Designing Lessons for Student Engagement	
	Read: Black Ants, Chapter 2	
	Read: Civic Education, Chapters 3 & 4	
	Assignment: Black Ants (2) and Civic Education (3 & 4) Reading Response <small>Feb 22, 2022   10 pts</small>	
	Read: Elementary Social Studies, Chapter 4	
	Assignment: Elementary Social Studies, Chapter 4 Reading Response <small>Feb 24, 2022   10 pts</small>	
	Assignment: Module 4 Synthesis <small>Feb 27, 2022   10 pts</small>	
	Designing Lessons for Student Engagement: Wrap-up and Looking Ahead	

<ul style="list-style-type: none"> <li> <span style="font-size: 0.8em;">☰</span> <span style="margin-left: 0.5em;">▼</span> <span style="margin-left: 0.5em;">Module 5 - Building Relationships and Fostering Dialogue</span> <span style="float: right; font-size: 0.8em;">✔ + ☰</span> </li> </ul>
<ul style="list-style-type: none"> <li> <span style="font-size: 0.8em;">☰</span> <span style="margin-left: 0.5em;">Week 8 (2/28 - 3/6)</span> <span style="float: right; font-size: 0.8em;">✔ ☰</span> </li> </ul>
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<ul style="list-style-type: none"> <li> <span style="font-size: 0.8em;">☰</span> <span style="margin-left: 0.5em;">📄</span> <span style="margin-left: 0.5em;">🎬</span> <span style="margin-left: 0.5em;">Watch Documentary: "Won't You Be My Neighbor"</span> <span style="float: right; font-size: 0.8em;">✔ ☰</span> </li> </ul>
<ul style="list-style-type: none"> <li> <span style="font-size: 0.8em;">☰</span> <span style="margin-left: 0.5em;">💬</span> <span style="margin-left: 0.5em;">Discuss: Black Ants (3 &amp; 4), Won't You Be My Neighbor</span> <span style="float: right; font-size: 0.8em;">✔ ☰</span> </li> <li> <span style="font-size: 0.8em;">☰</span> <span style="margin-left: 0.5em;">📅</span> <span style="margin-left: 0.5em;">Mar 3, 2022   10 pts</span> </li> </ul>
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<ul style="list-style-type: none"> <li> <span style="font-size: 0.8em;">☰</span> <span style="margin-left: 0.5em;">📄</span> <span style="margin-left: 0.5em;">🚀</span> <span style="margin-left: 0.5em;">Presentation: Connecting the Classroom to the Community</span> <span style="float: right; font-size: 0.8em;">✔ ☰</span> </li> </ul>
<ul style="list-style-type: none"> <li> <span style="font-size: 0.8em;">☰</span> <span style="margin-left: 0.5em;">📄</span> <span style="margin-left: 0.5em;">📖</span> <span style="margin-left: 0.5em;">Read: Black Ants, Chapters 5 &amp; 6</span> <span style="float: right; font-size: 0.8em;">✔ ☰</span> </li> </ul>
<ul style="list-style-type: none"> <li> <span style="font-size: 0.8em;">☰</span> <span style="margin-left: 0.5em;">📄</span> <span style="margin-left: 0.5em;">📖</span> <span style="margin-left: 0.5em;">Read: Civic Education, Chapter 5, 6, or 7</span> <span style="float: right; font-size: 0.8em;">✔ ☰</span> </li> </ul>
<ul style="list-style-type: none"> <li> <span style="font-size: 0.8em;">☰</span> <span style="margin-left: 0.5em;">📄</span> <span style="margin-left: 0.5em;">📝</span> <span style="margin-left: 0.5em;">Assignment: Black Ants (5 &amp; 6), Civic Education (5, 6, or 7) Reading Response</span> <span style="float: right; font-size: 0.8em;">✔ ☰</span> </li> <li> <span style="font-size: 0.8em;">☰</span> <span style="margin-left: 0.5em;">📅</span> <span style="margin-left: 0.5em;">Mar 15, 2022   10 pts</span> </li> </ul>
<ul style="list-style-type: none"> <li> <span style="font-size: 0.8em;">☰</span> <span style="margin-left: 0.5em;">📄</span> <span style="margin-left: 0.5em;">📖</span> <span style="margin-left: 0.5em;">Read: Elementary Social Studies, Chapter 5</span> <span style="float: right; font-size: 0.8em;">✔ ☰</span> </li> </ul>
<ul style="list-style-type: none"> <li> <span style="font-size: 0.8em;">☰</span> <span style="margin-left: 0.5em;">📄</span> <span style="margin-left: 0.5em;">📝</span> <span style="margin-left: 0.5em;">Assignment: Elementary Social Studies, Chapter 5 Reading Response</span> <span style="float: right; font-size: 0.8em;">✔ ☰</span> </li> <li> <span style="font-size: 0.8em;">☰</span> <span style="margin-left: 0.5em;">📅</span> <span style="margin-left: 0.5em;">Mar 17, 2022   10 pts</span> </li> </ul>
<ul style="list-style-type: none"> <li> <span style="font-size: 0.8em;">☰</span> <span style="margin-left: 0.5em;">📄</span> <span style="margin-left: 0.5em;">📝</span> <span style="margin-left: 0.5em;">Assignment: Module 6 Synthesis</span> <span style="float: right; font-size: 0.8em;">✔ ☰</span> </li> <li> <span style="font-size: 0.8em;">☰</span> <span style="margin-left: 0.5em;">📅</span> <span style="margin-left: 0.5em;">Mar 20, 2022   10 pts</span> </li> </ul>
<ul style="list-style-type: none"> <li> <span style="font-size: 0.8em;">☰</span> <span style="margin-left: 0.5em;">📄</span> <span style="margin-left: 0.5em;">🧠</span> <span style="margin-left: 0.5em;">Connecting the Classroom to the Community: Wrap-up and Looking Ahead</span> <span style="float: right; font-size: 0.8em;">✔ ☰</span> </li> </ul>
<ul style="list-style-type: none"> <li> <span style="font-size: 0.8em;">☰</span> <span style="margin-left: 0.5em;">Week 11 (3/21 - 3/27) -- Spring Break</span> <span style="float: right; font-size: 0.8em;">✔ ☰</span> </li> </ul>
<ul style="list-style-type: none"> <li> <span style="font-size: 0.8em;">☰</span> <span style="margin-left: 0.5em;">No Assignments This Week</span> <span style="float: right; font-size: 0.8em;">✔ ☰</span> </li> </ul>

  <b>Module 7 - Assessing Student Knowledge</b>   
 <b>Week 12 (3/28 - 4/3)</b>  
   <b>Assessing Student Knowledge: Overview and To Do List</b>  
   <b>Presentation: Assessing Student Knowledge</b>  
   <b>Read: Black Ants, Chapters 7 &amp; 8</b>  
   <b>Read: Civic Education, Chapter 8</b>  
  <b>Discuss: Black Ants (7 &amp; 8), Civic Education (8)</b> <small>Mar 31, 2022   10 pts</small>  
  <b>Reply to a Classmate in the Week 12 Discussion</b> <small>Apr 3, 2022   10 pts</small>  
 <b>Week 13 (4/4 - 4/10)</b>  
   <b>Read: Elementary Social Studies, Chapter 6</b>  
   <b>Assignment: Elementary Social Studies, Chapter 6 Reading Response</b> <small>Apr 5, 2022   10 pts</small>  
   <b>Assignment: Module 7 Synthesis</b> <small>Apr 7, 2022   10 pts</small>  
   <b>Assessing Student Knowledge: Wrap-up and Looking Ahead</b>  

  <b>Module 8 - The Inquiry Design Framework</b>   
 <b>Week 14 (4/11 - 4/17)</b>  
   <b>The Inquiry Design Framework: Overview and To Do List</b>  
   <b>Presentation: The Inquiry Design Framework</b>  
   <b>Read: Elementary Social Studies, Chapter 10</b>  
   <b>Assignment: Elementary Social Studies, Chapter 10 Reading Response</b> <small>Apr 12, 2022   10 pts</small>  
   <b>Read: Elementary Social Studies, Chapter 11</b>  
   <b>Read: Black Ants, Chapter 10</b>  
   <b>Assignment: Elementary Social Studies (11), Black Ants (10) Reading Response -- Part One</b> <small>Apr 14, 2022   10 pts</small>  
 <b>Week 15 (4/18 - 4/24)</b>  
   <b>Assignment: Elementary Social Studies (11), Black Ants (10) Reading Response -- Part Two</b> <small>Apr 19, 2022   10 pts</small>  
   <b>Assignment: Design an Inquiry-Based Lesson</b> <small>Apr 21, 2022   30 pts</small>  
   <b>The Inquiry Design Framework: Wrap-up and Looking Ahead</b>  

<ul style="list-style-type: none"> <li>☰ ▾ Module 9 - Becoming a Reflective Social Studies Teacher</li> </ul>	<span style="color: green;">✔</span> + ☰
<ul style="list-style-type: none"> <li>☰ Week 16 (4/25 - 5/1)</li> </ul>	<span style="color: green;">✔</span> ☰
<ul style="list-style-type: none"> <li>☰  <input checked="" type="checkbox"/> Becoming a Reflective Social Studies Teacher: Overview and To Do List</li> </ul>	<span style="color: green;">✔</span> ☰
<ul style="list-style-type: none"> <li>☰   Presentation: Becoming a Reflective Social Studies Teacher</li> </ul>	<span style="color: green;">✔</span> ☰
<ul style="list-style-type: none"> <li>☰   Read: Black Ants, Chapters 11 &amp; 12</li> </ul>	<span style="color: green;">✔</span> ☰
<ul style="list-style-type: none"> <li>☰   Assignment: Black Ants, Chapters 11 &amp; 12 Reading Response Apr 26, 2022   10 pts</li> </ul>	<span style="color: green;">✔</span> ☰
<ul style="list-style-type: none"> <li>☰   Assignment: Observation and Participation Video Reflection Apr 28, 2022   30 pts</li> </ul>	<span style="color: green;">✔</span> ☰
<ul style="list-style-type: none"> <li>☰   Course Wrap-up (0:15)</li> </ul>	<span style="color: green;">✔</span> ☰
<ul style="list-style-type: none"> <li>☰ Finals Week</li> </ul>	<span style="color: green;">✔</span> ☰
<ul style="list-style-type: none"> <li>☰ There is no final exam in this course.</li> </ul>	<span style="color: green;">✔</span> ☰