



School of Education and Behavioral Sciences  
Elementary Education

## **EDUC 618 – Elementary Social Studies Methods**

Location and schedule: Online Asynchronous  
Credits: 3      Section: IS      Term: Spring 2025

### **Instructor Information**



**Instructor:** Scott Wylie

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

**Phone:** (808) 739-7471

**Office Location:** Online / Zoom

**Virtual Office Hours:** Monday, 12:00-1:30pm (and by appointment)

**Virtual Office:** <https://chaminade.zoom.us/my/scott.wylie>

### **Communication**

Email is the best way to contact me, either through the Canvas Inbox or your CUH email account. I will respond to all emails by the next school day - usually within 24 hours, though weekends and holidays may take longer. I'm also available every Monday from 12:00-1:30p during my online office hours to answer questions or provide additional information about the course material. Please feel free to drop in using the Zoom link above, no appointment is necessary. Finally, we should all remember that it can be challenging to communicate tone through email and digital communications. Please make an extra effort to be kind and respectful in our interactions.

### **School & Department Information**

#### **School of Education and Behavioral Sciences**

Office Location: Brogan Hall, Room 110

Phone: (808) 739-4652

If you have questions regarding the Elementary Education program, reach out to your Instructor or the School of Education and Behavioral Sciences.

## Course Description & Materials

### Catalog Course Description

This course focuses on strategies and methods for teaching social studies in the K-6 classroom. Over the course of the semester, students will analyze the role of the teacher in the social studies classroom, study diverse methods of delivering instruction, and develop curriculum focused on social justice issues and grounded in students' experience and interests.

### Course 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 a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. 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. Terms that have alternative lengths, such as 10 week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

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.

This course is divided into modules as outlined in this syllabus and on the course Canvas page. There are 9 modules in this course and each module should take approximately 15 hours to complete. The assignments and discussions should each take approximately 1-2 hours to complete, except for the Observation and Participation Assignment in Week 10, which should take approximately 8 hours to complete. The rest of the course time will be spent reading assigned texts and watching video presentations. The total time required to complete all the course related activities for this class is 135 hours.

## Required Materials

*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)

## Canvas (<https://chaminade.instructure.com>)

Students need to be familiar with the Canvas Learning Management System to be successful in this course. Students are encouraged to review the [Canvas Student Guides](#) to ensure they are comfortable with the technology tools used in this course. For Canvas support during business hours, students can contact Chaminade Client Services by email at [cstechsupport@chaminade.edu](mailto:cstechsupport@chaminade.edu) or by phone at (808) 735-4855. Students can also access 24/7 technical support directly from Canvas through [live chat with Canvas Support for students](#) or by calling the Canvas Support Hotline for students at (833) 209-6111.

Canvas works with current versions of Chrome, Firefox, Edge, and Safari web browsers. Students can verify that their web browsers are up to date by visiting the Canvas Basics Guide: [What are the browser and computer requirements for Instructure products?](#)

## Learning Outcomes

### Program Learning Outcomes (PLOs)

Upon completion of the M.A. in Teaching, Elementary Education program students will be able to:

1. Synthesize knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Elementary students.
2. Evaluate 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.

### **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, and integrity of creation.
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 ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo No'eau 203) All knowledge is not taught in the same school

### Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
<b>Marianist Vaues</b>	2	2	4	4
<b>PLOs</b>	1, 4	1, 4	1, 4	1,4

### Model Code of Ethics for Educators

The Model Code of Ethics for Educators is intertwined throughout the various activities within this course, as well as the other courses you will take within this program. The responsibility to profession, of professional competence, to our students, to the school, and with the use of technology are integral to all aspects of this course.

### Professional and Organizational Standards

- [NCSS National Standards for the Preparation of Social Studies Teachers](#)
- [College, Career, and Civic Life \(C3\) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History](#)

## Course Activities

All assignments are weighted equally, though the number of points may vary by assignment. I will grade all assignments and provide feedback within 72 hours of the due date. In Canvas discussions, I will typically chime in on Friday or Saturday and respond to the themes I see in your discussions. I won't always reply to every student individually, but rest assured that I am reading all your posts! Normally I will respond in general and give a few questions for you to think about. Feel free to respond to my questions directly, or just use them as a guide as you respond to your classmates.

I provide detailed rubrics in Canvas for all graded assignments. These rubrics explain my expectations for student participation in discussions and what I am looking for in assignments. Please review the rubrics prior to submitting your work to ensure you receive full credit.

## Alignment of Assessments and CLOs

	CLO 1	CLO 2	CLO 3	CLO 4
<b>Module 1 Assignments (Social Studies as Civic Engagement)</b>	X	X		
<b>Module 2 Assignments (Connecting to Students' Lives and Experiences)</b>	X	X	X	
<b>Module 3 Assignments (Philosophical Foundations)</b>			X	X
<b>Module 4 Assignments (Designing Lessons for Student Engagement)</b>			X	X
<b>Module 5 Assignments (Building Relationships and Fostering Dialogue)</b>	X	X		
<b>Module 6 Assignments (Connecting the Classroom to the Community)</b>	X		X	X
<b>Module 7 Assignments (Assessing Student Knowledge)</b>	X	X		
<b>Module 8 Assignments (The Inquiry Design Framework)</b>	X	X	X	X
<b>Module 9 Assignments (Becoming a Reflective Social Studies Teacher)</b>			X	X

## Late Work

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.*

## Writing Policy

All work in this course should be submitted according to APA guidelines.

## Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

## Grades 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 30 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.

## Final Grades

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student’s daily work, class participation, quizzes, tests, term papers, reports and the final examination. 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
- F Failed to grasp the minimum subject matter; no credit given

Final grades are submitted to [Self-Service](#):

A = 90% and above

B = 80-89%

C = 70-79%

F = 69% and below

## Important Information

### Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

### Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

### Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred



to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at:

<https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

### **CUH Alert Emergency Notification**

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

### **Assessment for Student Work**

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

### **Student with Disabilities Statement**

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to




































































their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at [ada@chaminade.edu](mailto:ada@chaminade.edu) each semester if changes or notifications are needed.

### **Kōkua 'Ike: Tutoring & Learning 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 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 on Account > TutorMe. For more information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.


























































## Readings & Due Dates





















































☰	▼	Module 1 - Social Studies as Civic Engagement	✔	▼	+	⋮
☰		Week 1 (1/6 - 1/12)	✔			⋮
☰	📄	✔ Social Studies as Civic Engagement: Overview and To Do List	✔			⋮
☰	📄	🖋️ Assignment: Student Introduction Jan 9   10 pts	✔			⋮
☰	📄	🚀 Presentation: Social Studies as Civic Engagement	✔			⋮
☰	📄	📖 Read: Civic Education, Chapter 1	✔			⋮
☰	🗨️	💬 Discuss: Civic Education, Chapter 1 Jan 9   10 pts	✔			⋮
☰	🗨️	🗨️ Reply to a Classmate in the Week 1 Discussion Jan 12   10 pts	✔			⋮
☰	📄	🚀 Presentation: Introduction to AI for Teachers and Students	✔			⋮
☰	📄	📖 Read: 7 Essential Questions About AI for Teachers to Consider	✔			⋮
☰	📄	🖋️ Assignment: 7 Essential Questions About AI for Teachers to Consider Reading Response Jan 12   10 pts	✔			⋮
☰	📄	📖 Read: Teaching Students how to Use AI Responsibly	✔			⋮
☰	📄	🖋️ Assignment: Exploring ChatGPT Jan 12   10 pts	✔			⋮
☰	📄	🌐 Social Studies as Civic Engagement: Wrap-up and Looking Ahead	✔			⋮

 ▼ Module 2 - Connecting to Students' Lives and Experiences <span style="float: right;">    </span>	
	<b>Week 2 (1/13 - 1/19)</b> <span style="float: right;">   </span>
  	<b>Connecting to Students' Lives and Experiences: Overview and To Do List</b> <span style="float: right;">   </span>
  	<b>Presentation: Connecting to Students' Lives and Experiences</b> <span style="float: right;">   </span>
  	<b>Read: Civic Education, Chapter 2</b> <span style="float: right;">   </span>
  	<b>Assignment: Civic Education, Chapter 2 Reading Response</b> <small>Jan 16   10 pts</small> <span style="float: right;">   </span>
  	<b>Read: Black Ants, Prologue</b> <span style="float: right;">   </span>
  	<b>Discuss: Black Ants, Prologue</b> <small>Jan 16   10 pts</small> <span style="float: right;">   </span>
  	<b>Reply to a Classmate in the Week 2 Discussion</b> <small>Jan 19   10 pts</small> <span style="float: right;">   </span>
  	<b>Presentation: Click, Clack, Moo - Cows That Type</b> <span style="float: right;">   </span>
  	<b>Read: Lesson Plan - Barnyard Protest</b> <span style="float: right;">   </span>
  	<b>Assignment: Lesson Plan - Barnyard Protest, Reading Response</b> <small>Jan 19   10 pts</small> <span style="float: right;">   </span>
  	<b>Assignment: Module 2 Synthesis</b> <small>Jan 19   10 pts</small> <span style="float: right;">   </span>
  	<b>Connecting to Students' Lives and Experiences: Wrap-up and Looking Ahead</b> <span style="float: right;">   </span>





















































Module 3 - Philosophical Foundations		✓	+	⋮
⋮	Week 3 (1/20 - 1/26)	✓		⋮
⋮	📄 ✓ 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 Jan 23   10 pts	✓		⋮
⋮	📄 💬 Reply to a Classmate in the Week 3 Discussion Jan 26   10 pts	✓		⋮
⋮	📄 📖 Read: Black Ants, Chapter 1	✓		⋮
⋮	📄 📖 Read: Prompt Engineering	✓		⋮
⋮	📄 ✍️ Assignment: Prompt Engineering Reading Response Jan 26   10 pts	✓		⋮
⋮	📄 ✍️ Assignment: Module 3 Synthesis Jan 26   10 pts	✓		⋮
⋮	📄 🧠 Philosophical Foundations: Wrap-up and Looking Ahead	✓		⋮

 ▾ Module 4 - Designing Lessons for Student Engagement <span style="float: right;">  ▾           </span>	
	<b>Week 4 (1/27 - 2/2)</b> <span style="float: right;">   </span>
	  <b>Designing Lessons for Student Engagement: Overview and To Do List</b> <span style="float: right;">   </span>
	  <b>Presentation: Designing Lessons for Student Engagement</b> <span style="float: right;">   </span>
	  <b>Read: Black Ants, Chapter 2</b> <span style="float: right;">   </span>
	  <b>Read: Civic Education, Chapters 3 &amp; 4</b> <span style="float: right;">   </span>
	  <b>Assignment: Black Ants (2) and Civic Education (3 &amp; 4) Reading Response</b> <small>Feb 2   10 pts</small> <span style="float: right;">   </span>
	  <b>Read: Evaluating ChatGPT Generated Content</b> <span style="float: right;">   </span>
	  <b>Assignment: Evaluating ChatGPT Generated Content Reading Response</b> <small>Feb 2   10 pts</small> <span style="float: right;">   </span>
	  <b>Assignment: Module 4 Synthesis</b> <small>Feb 2   10 pts</small> <span style="float: right;">   </span>
	  <b>Designing Lessons for Student Engagement: Wrap-up and Looking Ahead</b> <span style="float: right;">   </span>

 ▾ Module 5 - Building Relationships and Fostering Dialogue <span style="float: right;">  ▾           </span>	
	<b>Week 5 (2/3 - 2/9)</b> <span style="float: right;">   </span>
  	<b>Building Relationships and Fostering Dialogue: Overview and To Do List</b> <span style="float: right;">   </span>
  	<b>Presentation: Building Relationships and Fostering Dialogue</b> <span style="float: right;">   </span>
  	<b>Read: Black Ants, Chapters 3 &amp; 4</b> <span style="float: right;">   </span>
  	<b>Watch Documentary: "Won't You Be My Neighbor"</b> <span style="float: right;">   </span>
  	<b>Discuss: Black Ants (3 &amp; 4), Won't You Be My Neighbor</b> <small>Feb 6   10 pts</small> <span style="float: right;">   </span>
  	<b>Reply to a Classmate in the Week 5 Discussion</b> <small>Feb 9   10 pts</small> <span style="float: right;">   </span>
  	<b>Read: Guidance for Generative AI in Education and Research (Pages 28-35)</b> <span style="float: right;">   </span>
  	<b>Assignment: Guidance for Generative AI (Pages 28-35) Reading Response</b> <small>Feb 9   10 pts</small> <span style="float: right;">   </span>
  	<b>Assignment: Module 5 Synthesis</b> <small>Feb 9   10 pts</small> <span style="float: right;">   </span>
  	<b>Building Relationships and Fostering Dialogue: Wrap-up and Looking Ahead</b> <span style="float: right;">   </span>

 ▾ Module 6 - Connecting the Classroom to the Community <span style="float: right;">  ▾           </span>	
	<b>Week 6 (2/10 - 2/16)</b> <span style="float: right;">   </span>
  	<b>Connecting the Classroom to the Community: Overview and To Do List</b> <span style="float: right;">   </span>
  	<b>Presentation: Connecting the Classroom to the Community</b> <span style="float: right;">   </span>
  	<b>Read: Black Ants, Chapters 5 &amp; 6</b> <span style="float: right;">   </span>
  	<b>Read: Civic Education, Chapter 5, 6, or 7</b> <span style="float: right;">   </span>
  	<b>Assignment: Black Ants (5 &amp; 6), Civic Education (5, 6, or 7) Reading Response</b> <small>Feb 16   10 pts</small> <span style="float: right;">   </span>
  	<b>Read: Guidance for Generative AI in Education and Research (Pages 14-17 and 24-28)</b> <span style="float: right;">   </span>
  	<b>Assignment: Guidance for Generative AI in Education (Pages 14-17 and 24-28) Reading Response</b> <small>Feb 16   10 pts</small> <span style="float: right;">   </span>
  	<b>Assignment: Module 6 Synthesis</b> <small>Feb 16   10 pts</small> <span style="float: right;">   </span>
  	<b>Connecting the Classroom to the Community: Wrap-up and Looking Ahead</b> <span style="float: right;">   </span>



 <span>▼ Module 7 - Assessing Student Knowledge</span> <span style="float: right;">     </span>	
	<b>Week 7 (2/17 - 2/23)</b> <span style="float: right;">   </span>
	 <b>Assessing Student Knowledge: Overview and To Do List</b> <span style="float: right;">   </span>
	 <b>Presentation: Assessing Student Knowledge</b> <span style="float: right;">   </span>
	 <b>Read: Black Ants, Chapters 7 &amp; 8</b> <span style="float: right;">   </span>
	 <b>Read: Civic Education, Chapter 8</b> <span style="float: right;">   </span>
	 <b>Discuss: Black Ants (7 &amp; 8), Civic Education (8)</b> <small>Feb 20   10 pts</small> <span style="float: right;">   </span>
	 <b>Reply to a Classmate in the Week 12 Discussion</b> <small>Feb 23   10 pts</small> <span style="float: right;">   </span>
	 <b>Read: AI Prompts for Differentiation</b> <span style="float: right;">   </span>
	 <b>Read: Using AI Tools for Differentiated Instruction</b> <span style="float: right;">   </span>
	 <b>Assignment: Using AI to Differentiate Instruction Reading Response</b> <small>Feb 23   10 pts</small> <span style="float: right;">   </span>
	 <b>Assignment: Module 7 Synthesis</b> <small>Feb 23   10 pts</small> <span style="float: right;">   </span>
	 <b>Assessing Student Knowledge: Wrap-up and Looking Ahead</b> <span style="float: right;">   </span>

Module 8 - The Inquiry Design Framework		✓	+	⋮
⋮	Week 8 (2/24 - 3/2)	✓		⋮
⋮	📄 ✓ The Inquiry Design Framework: Overview and To Do List	✓		⋮
⋮	📄 🚀 Presentation: The Inquiry Design Framework	✓		⋮
⋮	📄 📖 Read: Read C3 Framework for Social Studies, Dimension 1 (pages 23-27)	✓		⋮
⋮	📄 🖋️ Assignment: C3 Framework for Social Studies, Dimension 1 Reading Response Mar 2   10 pts	✓		⋮
⋮	📄 📖 Read: Black Ants, Chapter 10	✓		⋮
⋮	📄 🖋️ Assignment: Black Ants, Chapter 10 Reading Response -- Part One Mar 2   10 pts	✓		⋮
⋮	📄 🖋️ Assignment: Black Ants, Chapter 10 Reading Response -- Part Two Mar 2   10 pts	✓		⋮
⋮	Week 9 (3/3 - 3/9)	✓		⋮
⋮	📄 🖋️ Assignment: Design an Inquiry-Based Lesson using ChatGPT Mar 9   30 pts	✓		⋮
⋮	📄 🧠 The Inquiry Design Framework: Wrap-up and Looking Ahead	✓		⋮

Module 9 - Becoming a Reflective Social Studies Teacher		✓	+	⋮
⋮	Week 10 (3/10 - 3/16)	✓		⋮
⋮	📄 ✓ Becoming a Reflective Social Studies Teacher: Overview and To Do List	✓		⋮
⋮	📄 🚀 Presentation: Becoming a Reflective Social Studies Teacher	✓		⋮
⋮	📄 📖 Read: Black Ants, Chapters 11 & 12	✓		⋮
⋮	📄 🖋️ Assignment: Black Ants, Chapters 11 & 12 Reading Response Mar 16   10 pts	✓		⋮
⋮	📄 🖋️ Assignment: Observation and Participation Video Reflection Mar 16   30 pts	✓		⋮
⋮	📄 🧠 Course Wrap-up	✓		⋮

