COURSE TITLE: Teaching Social Science in Elementary School Methods

COURSE NUMBER: SSE 3113

COURSE DESCRIPTION (with prerequisites):
This course explores instructional methods and materials for teaching a contemporary program in social studies in the elementary School. It includes citizenship education and multicultural understandings; current trends and models for teaching social studies. 3 semester hours credit.

This course requires a minimum grade of “C” in order to receive credit.

NAME(S) OF INSTRUCTORS:
Casey Bush, M.S.
Office – Room 105, Building G
(850) 526-2761 Ext. 2449
bushc@chipola.edu
Office hours – Posted on door

EFFECTIVE ACADEMIC YEAR:
2011-12

REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:

GRADING POLICY:
The standing of a student in each course is expressed by one of the following letters and corresponding grading system:

A – 90 – 100
B – 80 – 89
C – 70 – 79
D – 60 – 69
F – 59 or less

The Chipola Catalog provides policies and procedures regarding the grading system. A student’s Grade Point Average is derived from the grading system/quality point scale.

ATTENDANCE AND WITHDRAWAL POLICIES:
Chipola College expects regular attendance of all students. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day
Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.**

**MAKE-UP POLICY:**
Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

**ACADEMIC HONOR CODE POLICY:**
Students are expected to uphold the Academic Honor Code. Chipola College’s Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

**STUDENTS WITH DISABILITIES POLICY:**
Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola’s goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

**LIBRARY AND ON-LINE REFERENCE MATERIALS:**
The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the LINCCWeb icon on the Chipola Library website at [www.chipola.edu/library](http://www.chipola.edu/library). If you have questions about database usage consult the “How to Use the Chipola Databases” on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.

**TECHNOLOGY RESOURCES:**
The Information Technology Center, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website. The ACE Lab, located in Building L, is available for tutoring and is equipped with computer workstations. Lab hours are posted each semester at the room entrance. The college's learning management system is Desire 2 Learn (d2l). Classes become available on d2l on the first day of the semester. It is the student's responsibility to log onto the d2l system the first day of class to establish the first day of
attendance and to check announcements. For further information, contact your instructor or the Director of Online Learning.

**ELECTRONIC DEVICE USAGE:**
All electronic devices such as cell phones, beepers, pagers, and related devices are to be silenced prior to entering classrooms and/or laboratories to avoid disruption. Should it become necessary for a student to leave his/her “device” on to send or receive an emergency call and/or text message, the student must inform the instructor prior to class. If the student finds it necessary to send and/or receive an emergency call and/or text message during class/lab time, he/she is instructed to take all books and belongings and step outside the classroom to deal with the situation. To minimize classroom disruption and the distraction to classmates, the student will not be permitted to reenter the classroom during that class period. Any time a test is being administered, all such devices must be turned off and put away. If a device is seen or heard during an exam, a score of zero will be given for that exam. Initial and repeated infractions may result in disciplinary action.

**DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:**

E – 1  Demonstrate understanding of instructional design and lesson planning by applying concepts from human development and learning theories.

E – 2  Demonstrate ability to maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive and collaborative.

E – 3  Demonstrate effective instructional delivery and facilitation by utilizing deep and comprehensive knowledge.

E – 4  Demonstrate understanding of assessment by analyzing and applying data from multiple assessments to diagnose learning needs and inform instruction.

E – 5  Demonstrate continuous improvement by designing purposeful goals to strengthen instructional effectiveness and impact student learning.

E – 6  Demonstrates professional responsibility and ethical conduct and fulfills expected obligations to students, the public, and the education profession.

**Task CC4C – Critical Thinking Unit** - The teacher candidate develops a unit on facilitating students’ use of critical and creative thinking skills. The lesson includes objectives and a set of questions classified according to Bloom’s Taxonomy of Cognitive Skills and must specify which Sunshine State Standards are addressed. The unit/product will consist of the lesson plans (minimum one week – 5 days and in Chipola Lesson Plan format), the assessment instrument, textbook used, social studies tradebooks *(if at all possible, these tradebooks will need to be checked out from Chipola’s Teacher Education Bookshelf)*, evidence of technologies, graphic organizers, audio/visual materials, and activities students could complete during this duration of this unit.
**Task CC8D – U.S. History Research Presentation** - Research a selected topic of United States History. (Samples include but are not limited to: the American Revolution, Rosa Parks and/or Martin Luther King, Jr's. influence on the Civil Rights Movement, issues surrounding the Civil War, War of 1812, Immigration, the Great Depression, Assassination of President John F. Kennedy, the Gulf War, etc). Research should include individuals or events that influenced economic, social, and political institutions in the United States during the selected time period. You should prepare a 15 minute presentation summarizing your research findings. Your presentation should include ideas and strategies as to how you could use what you learned in the classroom while teaching U.S. History to an elementary class. Technology should be creatively used (for example PowerPoint) and class handouts should be provided. In addition, prepare a board presentation that is directly related to your research topic, would be engaging for students, and have a way for them to be actively involved. It should be prepared on a tri-fold project board and brought to class to be shared on the day of your presentation.

**Task CC8P – State Mandated Teaching Presentation** – Florida Statutes 1003.42 and 1003.44 require instruction in social education beyond the Sunshine State Standards. For example, the last week of September is designated as “Freedom Week” and by State Law (FS 1003.44) you are required to teach your students about the Declaration of Independence. Additional, state mandated requirements include the Holocaust, Black History, US Constitution, Hispanic and Women’s Contributions to the United States, Veteran’s Day, Flag Education, and Character Development/Character Education. You will select one of the topics from above and prepare a 15 minute presentation to inform our class about the background of the selected topic and provide examples of instructional activities that could be used as reinforcement, a primary source concerning the topic, examples of children’s books (if at all possible, these tradebooks will need to be checked out from Chipola’s Teacher Education Bookshelf) related to the topic, an Internet website to supplement instruction about this topic, and a video clip/segment about the topic.

**Task CC8O - Subject Area Exam** – NOTE: If student has already taken and passed the Elementary Education Subject Area Exam, this task will automatically be marked as “demonstrated” and student does not have to complete. Three exams will be given for the purpose of preparing for the Social Studies portion of the Florida Teacher Certification Exam (FTCE). Notice that according on task rubric; a certain score has to be earned on each exam in order for it to be considered acceptable towards demonstration status. Examinations will cover the following areas:
Knowledge of people, places, and environment (geography)
Knowledge of government and the citizen (government and civics)
Knowledge of production, distribution, and consumption (economics)
<table>
<thead>
<tr>
<th>Student Learning Outcomes for SSE 3113</th>
<th>NGSSS/ Standards</th>
<th>FEAPs (Discipline Outcomes)</th>
<th>FL Competencies and Skills:</th>
<th>Assessment Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create curriculum planning units and</td>
<td>Various Social</td>
<td>E-4 FEAPs 1.1, 1.3, 4.2</td>
<td>11.1, 11.2</td>
<td>Task CC4C - RU</td>
</tr>
<tr>
<td>lesson plans that include state</td>
<td>Studies NGSSS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>objectives, activities to achieve</td>
<td>met through this</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>those objectives, and assessments to</td>
<td>outcome</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>evaluate if objectives have been</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>achieved.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reflect on the purpose of social studies education and develop a rationale and strategies for teaching and learning social studies in the elementary classroom setting.

|                                | E-1 FEAP 1.6     |                             | 8.5                         | Task CC4C - RU        |
|                                |                  |                             |                             |                      |
| Develop social studies units      | Various Social   |                             |                             |                      |
| that explore approaches to        | Studies NGSSS    |                             |                             |                      |
| curriculum organization, content, | met through this  |                             |                             |                      |
| techniques, and instructional      | outcome          |                             |                             |                      |
| materials, in order to make        |                  |                             |                             |                      |
| informed decisions and increase    |                  |                             |                             |                      |
| our understandings of competing    |                  |                             |                             |                      |
| viewpoints.                        |                  |                             |                             |                      |

Foster a learning community of open inquiry, respect, and trust where individuals can (re)examine diversity, culture, gender issues, and power relationships among students, teachers and the subject of social studies education.

|                                | E-2 FEAP 2.4     |                             | 5.1                         | Task CC8D - RU        |
|                                |                  |                             |                             |                      |
| Select instructional approaches    | Various content  |                             |                             |                      |
| that will help students in         | competencies     |                             |                             |                      |
| constructing knowledge about        | within 7-10      |                             |                             |                      |
| social studies, master key skills, |                  |                             |                             |                      |
| and engage in the inquiry process. |                  |                             |                             |                      |

**Assessment Codes**

MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:
1. Attend and participate in class regularly.
2. Read all assigned material before class.
3. Study in-class notes and on-line (d2l) materials.
4. Complete assigned projects in a timely manner to enable reflections and revisions on the final product.
5. Seek opportunities to practice teaching skills through tutoring and substituting in K – 6 schools.
6. Collaborate with peers and other professionals.

ASSIGNMENT AND/OR COURSE OUTLINE

See your Instructor First Day Handout for individual instructor assignment schedule.