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. Ten (10) hours of field experience in K-6 classrooms with some teaching responsibility are required for course completion. 3 semester hours.
This course requires a minimum grade of “C” in order to receive credit.

NAME(S) OF INSTRUCTORS:
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Office hours – Posted on door

EFFECTIVE ACADEMIC YEAR:
2014-15

SUGGESTED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:
ISBN: 9780205593521

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 college’s learning management system is **Canvas**. Classes become available on Canvas on the first day of the semester. It is the student’s responsibility to log onto the Canvas system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Canvas. For further information, contact your instructor or the Director of eLearning. The Canvas support hotline is available online in live chat and on the phone, toll-free, at 855-308-
2812 for any issues in accessing or utilizing Canvas. 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.

TUTORING RESOURCES:
Chipola College has contracted Smarthinking, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. It can be accessed through Canvas. Additionally, the Academic Center for Excellence (ACE) Lab, located in Building L, offers free tutoring from 8 a.m. to 5 p.m. and is equipped with computer workstations. Lab hours are posted each semester at the room entrance.

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.
<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES FOR SSE 3113</th>
<th>State-Adopted Standards</th>
<th>FEAPs (Discipline Outcomes)</th>
<th>FL Competencies and Skills: Elementary Education K-6</th>
<th>Prof Ed.</th>
<th>Assessment Activities</th>
</tr>
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<tbody>
<tr>
<td>The student will:</td>
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<tr>
<td>Create curriculum planning units and lesson plans that include state objectives, activities to achieve those objectives, and assessments to evaluate if objectives have been achieved.</td>
<td>Various Social Studies state-adopted standards met through this outcome</td>
<td>E-4 FEAPs 1.1, 1.3, 4.2</td>
<td>11.1, 11.2</td>
<td>8.5</td>
<td>Task CC4C - RU</td>
</tr>
<tr>
<td>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.</td>
<td>E-1 FEAP 1.6</td>
<td>8.5</td>
<td>Task CC4C - RU</td>
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<tr>
<td>Develop social studies units that explore approaches to curriculum organization, content, techniques, and instructional materials, in order to make informed decisions and increase our understandings of competing view points.</td>
<td>Various Social Studies state-adopted standards met through this outcome</td>
<td>E-1 FEAPs 1.2, 1.6</td>
<td>11.1</td>
<td>10.2</td>
<td>Task CC4C - RU</td>
</tr>
<tr>
<td>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.</td>
<td>E-2 FEAP 2.4</td>
<td>Various content competencies within 7-10</td>
<td>5.1</td>
<td>Task CC8D - RU</td>
<td></td>
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<tr>
<td>Select instructional approaches that will help students in constructing knowledge about social studies, master key skills, and engage in the inquiry process.</td>
<td>E-1 FEAP 1.6</td>
<td>11.1</td>
<td>4.1</td>
<td>Task CC4C - RU</td>
<td></td>
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</tbody>
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**Assessment Codes**

T = Tests  
Pre/Post = Pre- and Post-Tests  
OT = Objective Tests  
UT = Unit Tests  
Q = Quizzes  
F = Final Examination  
CF = Cumulative Final  
EX = Departmental Exam  
SE = Nat'l or State Standardized Exam  
RPT = Report/Presentation  
SP = Skills Performance  
SD = Skills Demonstration  
W = Writing Assignments  
E = Essays  
DE = Documented Essays  
RP = Research papers  
J = Jury  
R = Recital  
Proj. = Projects  
Exp. = Experiments  
Cap. Proj. = Capstone Project  
Cap. Course = Capstone Course  
Prac. = Practicum  
Intern. = Internship  
H = Homework  
PS = Problem Solving  
DB = Discussion Board  
BO = Behavioral Observation  
Clin. = Clinicals  
CS = Case Study  
CP = Case Plan  
Port. = Portfolio  
Obs. = Teacher Observation  
Sk. Check = Skills Check-off  
Curriculum Frameworks  
JP = Judged  
Performance/Exhibition
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 online (Canvas) 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
Students enrolled in SSE 3113 will be required to complete the following:

Tasks (50% of final grade)
*Tasks must meet the criteria for “demonstrated” as determined by the scoring rubric to earn credit for this course. Tasks are due at the beginning of class. Tasks and Major Assignments are considered “LATE” after the moment the instructor takes them up. Any task/major assignment received late (WHICH BEGINS AFTER THE FIRST 5 MINUTES OF CLASS) will result in a grade of 10 point deduction PER DAY. THIS WILL ONLY BE VALID FOR A 48 HOUR PERIOD. AFTER THOSE 48 HOURS THE GRADE WILL GO TO A ZERO. A task judged as “partially demonstrated” or “not demonstrated” may be resubmitted for the purpose of demonstrating the accomplished practice indicator (YOUR GRADE WILL NOT CHANGE).

The original grade will be used when calculating the course average. Points will not be added for resubmissions but will be deducted if not resubmitted within the timeframe set forth by the instructor. To pass this class ALL tasks must be successfully demonstrated.

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 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 trade books (If at all possible, these trade books 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 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 trade books 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)

**Exams (20% of final grade)**
There will be one midterm and one final exam. They will each receive equal weight.

**Major Assignments (20% of final grade)**
1. **Newspaper Articles** – Find several (3-5) newspaper articles, similar in content, related to something happening in the area of current events in social studies (election, economy, environment, government, etc.). Prepare a short, informal presentation (not over 10 minutes) to discuss your newspaper articles and how you would be able to use those articles to supplement social studies instruction in the classroom. In your presentation, be sure to discuss strengths of using your selected articles in the classroom and be prepared to discuss any limitations of using those articles in your classroom. Power Points, etc. are not necessary for this assignment. However, you may bring in any books or instructional resources you would use to supplement your instruction.

2. **Social Studies Integration Historical Figure Project** – You be responsible for creating a Social Studies activity that is integrated with other subject areas. Integrating Social Studies into other subject areas is one of the most effective ways to teach this subject area and emphasize its relevance to students. Pick a historical figure that made a significant impact throughout history. Think of or research ways to integrate other subject areas (art, reading, literature, writing, math, science) so that you could do one lesson with various standards being covered and focused on at once.

3. **Comparing Non-Fiction to Fictional Social Science Literature** – For this Major Assignment, you will be responsible for selecting BOTH a non-fiction and fiction piece of literature on the same Social Science topic (both of these text selections need to come from the Chipola Teacher Education Bookshelf in the library). With these two text selections, you will be given a template on how to compare and contrast them. You will also communicate
how you would plan to use them in your instruction to cover the State Standards, and describe
engaging activities you would plan on conducting with your students.

4. Teacher Interview – Teachers often find it difficult to efficiently teach the area of Social
Studies on a regular set schedule, due to the pressure of testing priorities. In this Major
Assignment, you will be provided a list of questions to discuss this area with a teacher who
teaches Social Studies. You will be expected to analyze, reflect, and relate this interview to you
as a teacher candidate and what you would be in the classroom.

Course Evaluation Criteria:
• Exams (20%)
• Major Assignments (20 %)
• Tasks (50%)
• Professionalism in Attendance (5%)
• Professionalism in Participation (5%)

*Participation grade is earned by achieving a satisfactory participation grade on in-class
assignments. Consider that you are not able to participate if you are not in class. You can see
later in the syllabus that being on your cell phone is also included in participation and how points
will be deducted.

You will receive two grades in this category: one for attendance, the other for participation.
GRADE ONE: ATTENDANCE - The following scale will be used to calculate the attendance
grade based on unexcused absences per 50-minute class period. The first 3 absences can be
missed for any reason and no deduction will be made. After the third absence, the following will
take effect:

0 to 3 absences……100
4th absence………….90
5th absence…………70
6th absence…………60
Over 6 absences……0

Being tardy will result in a 5-point deduction per tardy, beginning after the third tardy.

GRADE TWO: PARTICIPATION – Participating in class discussion and activities is an
important component of the learning process. You are expected to participate in these
discussions and activities and not be distracted by nonrelated things. That being said, having
your laptops open during class, text messaging during class, working on assignments not
related to this class, or in cases of being in the computer lab, being on websites not related to
the course content (such as Facebook, Twitter, etc.) will result in point deductions for each
offense. Your participation grade will be deducted each time you engage in non-class related
activities, including all the aforementioned.

1st offense………….90
2nd offense………….70
3rd offense………….70
Over 3 offenses……0

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