



# CHIPOLA COLLEGE

## COURSE SYLLABUS

Chipola's website: [www.chipola.edu](http://www.chipola.edu)

---

**COURSE TITLE:**

Methods for Teaching Elementary School Social Studies

**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.

---

**NAME(S) OF INSTRUCTORS:**

Casey Dowgul, M.S.  
Office – Room 111, Building O  
(850) 526-2761, ext. 2449  
[dowgulc@chipola.edu](mailto:dowgulc@chipola.edu)  
Office hours – Posted on door

---

**EFFECTIVE ACADEMIC YEAR:**

2016-2017

---

**REQUIRED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:**

Farris, Pamela J. (2015). *Elementary and Middle School Social Studies* (7<sup>th</sup> ED.)  
Waveland Press, ISBN: 9781478622802

**Required:** LiveText student membership, Field Experience Edition,  
ISBN: 9780979663567

---

**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, and all instructors record attendance daily. 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.

#### **NOTICE OF EQUAL ACCESS/EQUAL OPPORTUNITY AND NONDISCRIMINATION:**

Chipola College does not discriminate against any persons, employees, students, applicants or others affiliated with the college with regard to race, color, religion, ethnicity, national origin, age, veteran's status, disability, gender, genetic information, marital status, pregnancy or any other protected class under applicable federal and state laws, in any college program, activity or employment.

Karan Davis, Associate Vice President of Human Resources, Equity Officer and Title IX Coordinator, 3094 Indian Circle, Marianna, FL 32446, Building A, Room 183A, 850-718-2205, [davisk@chipola.edu](mailto:davisk@chipola.edu).

#### **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 **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.

### **FREE TUTORING RESOURCES:**

---

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. ACE lab hours are posted each semester at the room entrance and on the website. Additionally, Chipola College has contracted **Smarthinking**, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. and weekends. Smarthinking can be accessed through Canvas.

### **ELECTRONIC DEVICE USAGE STATEMENT:**

---

Classrooms should be free of all unnecessary distractions from the task of learning. Therefore, as a general rule, students should silence and avoid use of all electronic devices (laptops, phones, tablets, etc.) not being used for coursework. Consult first-day handouts for any specific policies related to the use of electronic devices in the classroom, as they may vary depending upon the nature of the course or the guidelines of the instructor. Faculty reserve the right to regulate the use of electronic devices and their accessories in class.

### **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.

STUDENT LEARNING OUTCOMES FOR SSE 3113 The student will:	State-Adopted Standards	FEAPs (Discipline Outcomes)	FL Competencies and Skills:		Assessment Activities
			Elementary Education K-6	Prof Ed.	
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.	Various Social Studies state-adopted standards met through this outcome	E-4 FEAPs 1.1, 1.3, 4.2	11.1, 11.2	8.5	Task CC4C - RU
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 Task CC8D - RU Task CC8P - RU MA 1 - RPT MA 2 - SD MA 3 - W
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 viewpoints.	Various Social Studies state-adopted standards met through this outcome	E-1 FEAPs 1.2, 1.6	11.1	10.2	Task CC4C - RU
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	Various content competencies within 7-10	5.1	Task CC8D - RU Task CC8P - RU MA 1 - RPT MA 4 - W
Select instructional approaches that will help students in constructing knowledge about social studies, master key skills, and engage in the inquiry process.		E-1 FEAP 1.6	11.1	4.1	Task CC4C - RU Task CC8P - RU MA 1 - RPT MA 2 - SD

**\*\*Assessment Codes**

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

---

### **Course Requirements:**

**Students enrolled in SSE3113 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 or Webb'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 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 CC80 - 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 (10% of final grade)**

There will be one midterm and one final exam. They will each receive equal weight.

### **Major Assignments (30% of final grade)**

1. In the News

2. Social Studies Integration Historical Figure Project

3. Comparing Non-Fiction to Fictional Social Science Literature

#### 4. Teacher Interview

##### Course Evaluation Criteria:

- Exams (10%)
- Major Assignments (30 %)
- 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** - Attendance does count towards your grade.

Attendance is an important part of your grade. Students are expected to attend every class. Class will begin at the scheduled time. Students are expected to be prepared to begin work at this time. This grade is calculated based on the percentage of full classes attended for the semester. Leaving early or arriving late will result in a deduction. A deduction will be made against your attendance grade for any tardy (after the first five minutes of class) or early departure (before the last five minutes of class).

**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. NOTE: If you are TEXTING or working on some other assignment during class, you are NOT participating in class. Points will be deducted for these activities. Your participation grade will be deducted each time you engage in non-class related activities, including all the aforementioned. Preparedness: Students are expected to be prepared for class and to prepare required assignments in a timely manner.

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

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