

SSE 4312 - U02 Content and Methods of Teaching Elementary Social Studies

Florida International University

College of Arts, Sciences and Education (CASE)

Department of Teaching and Learning

Elementary Education K-6 (with ESOL Endorsement)

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*The instructor reserves the right to change this syllabus and/or course calendar as deemed necessary.
Any changes will be made by notification via Canvas and/or by email.*

Course Information:

Mode:	Face-to-Face
Time:	Tuesday 5:00pm-7:40pm
Location:	Ziff Education Building (ZEB) 147
Semester & Year:	Spring 2019
Credits:	3 Hours
Prerequisites:	Students must be admitted into a School of Education Initial Teacher Education Program prior to registering for this course

Instructor Information:

Name:	Rebecca Christ
Department:	Teaching and Learning
E-mail Address:	rchrist@fiu.edu
Office Hours:	Thursdays 3pm-6pm, or by appointment
Office Location:	ZEB 342A
Telephone:	305-348-0130

TA Information:

Name:	Ginelle Rosenberg
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Required Texts/Resources:

- Agarwal-Rangnath, R. (2013). *Social Studies, Literacy, and Social Justice in the Common Core Classroom: A Guide for Teachers*. New York: Teachers College Press. ISBN: 978-0-8077-5408-5
- Takaki, R. & Steffoff, R. [Adapter] (2012). *A Different Mirror for Young People: A History of Multicultural America*. New York: Seven Stories Press. ISBN: 978-1609804169
- Other course readings and/or audio/visual/online media posted on course Canvas site and/or available at the university library
- Access to course Canvas site
- Access to TaskStream (see information below)
- Access to Google Drive (via FIU email)

Optional, but Recommended/Suggested Resources:

- FTCE Elementary Education K-6 book, 3rd edition (by Rhonda Atkinson, Ph.D., published by the Research & Education Association)
 - NCSS Membership (will be discussed in class)
 - Technology (please also see note below about technology usage in class)
 - QR Code Scanning App
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Course Description (Taken from Course Catalogue):

Provides content and methods needed to understand and teach Social Studies from a global, multi-ethnic perspective to elementary students of diverse backgrounds.

Course Purpose:

This course is designed for students who are currently intending to become (or are exploring the possibility of becoming) elementary teachers. This course pushes students to investigate and increase understandings of social studies curriculum, as well as improve pedagogical practice. Now, as always, social studies is absolutely a pertinent subject matter; social studies is everywhere and in everything we

do. This course will also integrate ESOL strategies, and students will additionally learn about integrating social studies content and pedagogy into other subject matters.

Course Outcomes:

Content Outcomes: Becoming Stewards of the Disciplines (Knowledge): The students will become familiar with:

- the idea that democratic, citizenship education is the primary aim of social studies.
- concepts of social understanding and civic efficacy as two main components of citizenship education.
- history, geography, and social sciences as the primary resources for social studies.
- the interrelationship of social studies with the social science disciplines and other disciplines within the field of elementary education.
- national, state, and district social studies curriculum standards and frameworks
- various strategies for effective social studies instruction at the elementary level including strategies for teaching diverse learning styles, ELLs and ESEs.
- understand the impact of racism, stereotyping and discrimination throughout our nations' history and within current societal practices, especially in relation to how these aspects have impact diverse learners in k-6 classrooms.

Process Outcomes: Reflective Inquirer (Skills) The students will:

- develop skills for constructive teaching, in which students construct their own understandings, as a foundation for social studies learning.
- develop a theoretical position vis-à-vis social sciences education, which will serve to guide classroom practice as well as school change
- strengthen critical thinking and decision-making skills by engaging in reflective reading, planning, and instruction
- develop social studies instructional materials and demonstrate their use in the classroom
- develop and incorporate appropriate assessment and evaluation techniques in lessons.
- engage in and plan interdisciplinary social studies lesson plans

The Dispositions Outcome: The students will:

- assess one's own mastery of social studies content knowledge (Reflective Thoughtfulness)
- show a sense of care towards students' diverse experiences in life as well as in the classroom (both positive and negative) that are influenced by their race, gender, socioeconomic status, ability, language, and nation of origin (Empathic Understanding)
- Recognize the wholeness and distinctness of students' and colleagues' ways of seeing the world by being opened minded (Being Open-minded)

Course Design and Standards:

Course Objective(s)	<ol style="list-style-type: none">1. Experience and evaluate powerful strategies for teaching social studies in elementary classrooms.2. Identify the ways in which social studies content is addressed and assessed in social studies text books.3. Master social studies content knowledge at the level necessary to incorporate this information into an elementary classroom.4. Practice appropriate ways of creating interdisciplinary lessons for the social studies classroom.5. Inquire about the state of social studies education in local elementary school classrooms.6. Create and deliver challenging and engaging social studies lessons.7. Sequence social studies lesson so that it builds on prior content knowledge as well as transitions instruction for further learning.
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Spring 2019

	8. Identify resources for learning about students' cultural backgrounds, standards for ESOL instruction in the social studies content area, and strategies for teaching and assessing ELLs.
FEAPS Florida Educator Accomplished Practices	1. FEAPS (a) 1.b: Sequences lessons and concepts to ensure coherence and required prior knowledge [assessed] 2. FEAPS (a) 3.a: Deliver engaging and challenging lessons [assessed] 3. FEAPS (a) 3.e: Relate and integrate the subject matter with other disciplines and life experiences [assessed]
PECs Professional Education Competencies	PECs addressed through FEAPs
SACs Subject Area Competencies Soc. Studies Sec. 60	<p>1. Sec. 60. Soc. Sci. 1: Knowledge of instructional practice and assessment of the social sciences (assessed) Sec. 60, Soc. Sci. 1.1: Select appropriate recourses for instructional delivery of social science concepts, including complex informational text (addressed) Sec. 60, Soc. Sci. 1.2: Identify appropriate resources for planning for instruction of social science concepts. (addressed) Sec. 60, Soc. Sci. 1.3: Choose appropriate methods for assessing social science concepts. (addressed) Sec. 60, Soc. Sci. 1.4: Determine appropriate learning environments for social science lessons. (addressed)</p> <p>2. Sec. 60. Soc. Sci. 2: Knowledge of time, continuity, and change (i.e., history) (assessed) Sec. 60. Soc. Sci. 2.1: Identify and analyze historical events that are related by cause and effect. (addressed) Sec. 60. Soc. Sci. 2.2: Analyze the sequential nature of historical events using timelines. (addressed) Sec. 60. Soc. Sci. 2.3: Analyze examples of primary and secondary source documents for historical perspective. (addressed) Sec. 60. Soc. Sci. 2.4: Analyze the impacts of the cultural contributions and technological developments of Africa; the Americas; Asia, including the Middle East; and Europe. (addressed) Sec. 60. Soc. Sci. 2.5: Identify the significant historical leaders and events that have influenced Eastern and Western civilizations. (addressed) Sec. 60. Soc. Sci. 2.6: Determine the causes and consequences of exploration, settlement, and growth on various cultures. (addressed) Sec. 60. Soc. Sci. 2.7: Interpret the ways that individuals and events have influenced economic, social, and political institutions in the world, nation, or state. (addressed) Sec. 60. Soc. Sci. 2.8: Analyze immigration and settlement patterns that have shaped the history of the United States. (addressed) Sec. 60. Soc. Sci. 2.9: Identify how various cultures contributed to the unique social, cultural, economic, and political features of Florida. (addressed) Sec. 60. Soc. Sci. 2.10: Identify the significant contributions of the early and classical civilizations. (addressed)</p> <p>3. Sec. 60. Soc. Sci. 3: Knowledge of people, places, and environment (i.e., geography) (assessed) Sec. 60, Soc. Sci. 3.1: Identify and apply the six essential elements of geography (i.e., the world in spatial terms, places and regions, physical systems, human systems, environment and society, uses of geography), including the specific terms for each element. (addressed) Sec. 60, Soc. Sci. 3. 2: Analyze and interpret maps and other graphic representations of physical and human systems. Sec. 60, Soc. Sci. 3. 3: Identify and evaluate tools and technologies (e.g., maps, globe, GPS, satellite imagery) to acquire, process, and report</p>

	<p>information from a spatial perspective. (addressed)</p> <p>Sec. 60, Soc. Sci. 3. 4: Interpret statistics that show how places differ in their human and physical characteristics. (addressed)</p> <p>Sec. 60, Soc. Sci. 3. 5: Analyze ways in which people adapt to an environment through the production and use of clothing, food, and shelter. (addressed)</p> <p>Sec. 60, Soc. Sci. 3. 6: Determine the ways tools and technological advances affect the environment. (addressed)</p> <p>Sec. 60, Soc. Sci. 3. 7: Identify and analyze physical, cultural, economic, and political reasons for the movement of people in the world, nation, or state. (addressed)</p> <p>Sec. 60, Soc. Sci. 3. 8: Evaluate the impact of transportation and communication networks contribute to the level of economic development in different regions. (addressed)</p> <p>Sec. 60, Soc. Sci. 3. 9: Compare and contrast major regions of the world, nation, or state. (addressed)</p> <p>4. Sec. 60. Soc. Sci. 4: Knowledge of government and the citizen (i.e., government and civics) (assessed)</p> <p>Sec. 60, Soc. Sci. 4.1: Distinguish between the structure, functions, and purposes of federal, state, and local government. (addressed)</p> <p>Sec. 60, Soc. Sci. 4.2: Compare and contrast the rights and responsibilities of a citizen in the world, nation, state, and community. (addressed)</p> <p>Sec. 60, Soc. Sci. 4.3: Identify and interpret major concepts of the U.S. Constitution and other historical documents. (addressed)</p> <p>Sec. 60, Soc. Sci. 4.4: Compare and contrast the ways the legislative, executive, and judicial branches share powers and responsibility. (addressed)</p> <p>Sec. 60, Soc. Sci. 4.5: Analyze the U.S. electoral system and the election process. (addressed)</p> <p>Sec. 60, Soc. Sci. 4.6: Identify and analyze the relationships between social, economic, and political rights and the historical documents that secure these rights in the United States. (addressed)</p> <p>Sec. 60, Soc. Sci. 4.7: Identify and analyze the processes of the U.S. legal system.</p> <p>5. Sec. 60. Soc. Sci. 5: Knowledge of production, distribution, and consumption (i.e., economics) (assessed)</p> <p>Sec. 60. Soc. Sci. 5.1: Determine ways that scarcity affects the choices made by governments and individuals. (addressed)</p> <p>Sec. 60. Soc. Sci. 5.2: Compare and contrast the characteristics and importance of currency.</p> <p>Sec. 60. Soc. Sci. 5.3: Identify and analyze the role of markets from production through distribution to consumption. (addressed)</p> <p>Sec. 60. Soc. Sci. 5.4: Identify and analyze factors to consider when making consumer decisions. (addressed)</p> <p>Sec. 60. Soc. Sci. 5.5: Analyze the economic interdependence between nations (e.g., trade, finance, movement of labor). (addressed)</p> <p>Sec. 60. Soc. Sci. 5.6: Identify human, natural, and capital resources and evaluate how these resources are used in the production of goods and services. (addressed)</p>
<p>UCC Other Uniform Core Curriculum</p>	<p>1. UCC f: Teaching strategies to meet the needs of diverse student populations (addressed)</p> <p>2. UCC i: Professional ethics (addressed)</p>

ESOL Standards	<p>Assessed ESOL Standards</p> <ol style="list-style-type: none"> 1. ESOL 1.1C: Use a range of resources in learning about the cultural experiences of ELL's and their families to guide curriculum. 2. ESOL 1.1D: Understand and apply knowledge about the effects of racism, stereotyping and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency level 3. ESOL 4.1A: Plan for integrated standards-based ESOL and language sensitive content <p>Addressed ESOL Standards</p> <ol style="list-style-type: none"> 4. ESOL 5.3C: Use various tools and techniques to assess content-area learning for ELLs at varying levels of English language and literacy development
NCSS Standards from the National Council from the Social Studies	<p>Addressed</p> <ol style="list-style-type: none"> 1. Culture 2. Time, continuity and change, 3. People, places and environments 4. Individual development and identity 5. Individuals, groups, and institutions 6. Power, authority and governance 7. Production, distribution, and consumption 8. Science, technology and society 9. Global connections 10. Civic ideals and practices

Field Placement in Schools:

For this course, there is a 15 hour field experience requirement. **All students must see Monica Rivas (Program Assistant Clinical Experiences) in the Clinical Experiences Office in ZEB 130.** Bring your clearance card and a printed copy of your FIU course schedule. **All students must be fingerprinted prior to receiving a placement.**

Once receiving your placement, you are expected to attend your placement at least one hour each week. A maximum of 3 hours per visit is acceptable. **Students should be able to provide the FIU instructor with information regarding their field placement after the school orientation.**

Throughout the field experience, you are required to maintain the Attendance Log (given to you by the Clinical Experiences Office). For each visit, please write down the number of hours completed and the activities observed in the classroom. After completing your field experience, this form will be signed by your Master Teacher (classroom teacher) and turned into your FIU instructor. **Please turn in for a signature to the FIU Professor by week twelve (12) of the course.**

A Mandatory Orientation will be held at the actual placement school site where you are assigned. During this orientation, the student will be received by school staff, introduced to Master Teacher, and given the rudimentary protocol associated with the field placement experience.

If you do not complete 15 hours of field experience, you will not pass my class. Additional activities related to Critical Task #2 are also required.

Grades, Learning Engagements/Assignments, and Activities

Overview

Learning Engagements/Assignments are due on the date they are listed in this syllabus and/or course calendar unless officially changed by the instructor of this course. All changes in assignment due dates will be made via Canvas announcement and/or e-mail to all students. No late work will be accepted unless under circumstances agreed upon by instructor. If you have an extenuating circumstance, please notify the instructor prior to due dates. (Note: Students are expected to turn in all assignments to the best of their ability, but the instructor reserves the right to request revisions and/or resubmissions. If this is the case, the instructor will notify the student of the request with a new due date. A revision and/or resubmission does not automatically equate to an increased grade or full credit on the assignment).

Most learning engagements are expected to be turned in hardcopy at the beginning of the class session it is due (unless otherwise designated); assignments may also be required to be submitted online via Canvas and/or TaskStream. The instructor will provide more instructions for each learning engagement about how it will be turned in.

The instructor has attempted to design the course calendar and major assignment due dates in a way that respects major religious holidays and/or days of observance (of which the instructor is aware). However, if your religious needs are not taken into account with this assignment schedule, please contact the instructor to discuss alternative timeframes.

Descriptions of the major assignments are included below and/or will be provided at a later date.

A Note on Citations

You must cite ideas, activities, and words that are not your own. This course uses APA style references. Information about how to cite using APA style can be found in the *Publication Manual of the American Psychological Association (6th Ed.)* and at the Purdue Online Writing Lab found at <https://owl.english.purdue.edu/owl/resource/560/01/>

A Note on Pseudonyms

When referencing others than yourself (i.e., classroom students and teachers, others in our course), please utilize pseudonyms to shield the identity of the individuals you reference.

Grading Scale

This syllabus either gives you a description of the guidelines for each of the Learning Engagements (e.g., assignments) in this course below or states that you will receive additional information about the assignment and its assessment in the future. Overall, graded assignments will **total 370 points**. Your final grade will be determined based on the percentage of points earned of the total using the following point values:

Learning Engagements/Assignments	Due Date	Points
1. Attendance	Continuous	28 (2 points per in-class attendance X 14 in-class sessions this semester)
2. Diligence and Responsibility (includes forms listed below, as well as class participation & professionalism)	Continuous, plus forms listed below	30
Getting to Know You Form	1/15	
Mid-Semester Self-Reflection	3/5	
End-of-Semester Self-Reflection	4/16	
3. Weekly Reading Responses	Continuous, Each week due to Canvas by Monday at 11:59pm	22 (2 points per response X 11 responses)
4. Critical Task #1: Social Studies Competencies and Textbook Analysis		
Part 1: Competency 1 (Instruction & Assessment) & Competency 2 (History)	1/29	20
Part 2: Competency 3 (Geography)	3/26	10
Part 3: Competency 4 (Government & Civics)	4/2	10
Part 4: Competency 5 (Economics)	4/9	10
Final, complete copy uploaded to Canvas & TaskStream	4/16	50 TOTAL (Completed and graded in stages—see above)
5. Critical Task #2: Field Experience Activity		
Check Point 1	3/5	10
Final, complete assignment and field hours (attendance log)	3/26	50 (10 points per row on rubric [5])
6. Critical Task #3: Unit Plan (Course Final)		
Check Point 1	2/5	8
Check Point 2 (Resource Gathering Assignment)	2/26	32
Check Point 3 (Unit Plan Outline)	3/19	30
FINAL UNIT PLAN (informal presentation in class) & Self and Peer Evaluation	4/23	110 (10 points per row on the rubric [11])
Total		370

Grade Distribution

Grades for this course will be based on the following grade distribution:

Letter Grade	% Range	Letter Grade	% Range	Letter Grade	% Range
A	92-100	B-	80-81	F	0-59
A-	90-91	C+	78-79		
B+	88-89	C	70-77		
B	82-87	D	60-69		

Descriptions of Learning Engagements/Assignments:

1. Attendance (30 points total)

As future teachers, you should make every attempt to be at each class in its entirety. Classes cover a large amount of information, and it is difficult to make this experience up outside of class. Arriving to class more than 15 minutes after class has started will count as an absence, and if you must leave early from class, you are required to give the instructor notice before class begins; otherwise, leaving early will be regarded as an absence.

However, we sometimes get sick or have extenuating circumstances. Please remember, if you are feeling ill to contact the appropriate health services organization. If you have extenuating circumstances, please discuss this with the instructor prior to any expected absence (or continued absence). Official documentation may be requested for any absence. Assignment deadlines, however, may still be valid. It is important for you to communicate with your instructor about any concerns that might affect your attendance and/or performance in the class or in the field experience portion of the semester.

Points will be deducted from the attendance grade for more than one (1) absence.

2. Diligence and Responsibility (20 points total)

It is expected that all students will demonstrate diligence and responsibility with respect to preparation for class, timely assignment submissions, active participation in class and on electronic platforms, conducting oneself professionally in class and on electronic platforms, and in regards to other class policies. This grade also includes the completion of several forms throughout the semester: the Getting To Know You Form, the Mid-Semester Self-Reflection, and the End-of-Semester Self-Reflection. Not conducting oneself in a diligent, responsible, participatory, and/or professional manner will result in losing points from the Diligence and Responsibility portion of the grade.

Furthermore, the instructor reserves the right to request individual meeting(s) to discuss any unprofessional behavior that arises in class and/or via electronic platforms.

A Note on Participation and Professionalism

I hope that you will find the readings, discussions, and assignments for this course insightful and helpful in your teaching. It is important that you make quality contributions to our classroom dialogue and demonstrate a willingness to engage in social studies activities. It is important for teachers to be reflective—to examine themselves as well as their schools and society—and to continue learning—to continuously improve content knowledge and pedagogical practice. Because of this, throughout the semester we may discuss “difficult” topics. Though challenging, these conversations will be designed to move us all toward greater understanding of the world in which we live, learn, and teach. Students are expected to participate in all discussions and assignments and communicate professionally and thoughtfully both in person and via electronic platforms.

A Note on Obtaining a Responsibility Partner

It is recommended that you exchange your contact information with at least one other peer in the class so that you can contact your peer in case of missing class (this person can provide you with a summary of what you missed in class and/or collect handouts [non-graded items] from class on your behalf). However, you (not your partner) are still responsible for turning in all required assignments by the due date.

A Note on Emailing

All email communications between students and instructor are to use official university-issued email addresses and/or Canvas. Furthermore, students are asked to read the syllabus before emailing the professor with questions about assignment due dates, readings, etc. If it is not on the syllabus, however, students are encouraged to email the instructor. The instructor will make every effort to respond promptly to emails; however, please be aware that emails sent in the early hours of the morning (e.g. 2:00am) or over the weekend will not receive an immediate reply.

A Note on Technology Usage

Students are encouraged to bring laptops/phones/tablets to class for educational purposes, in-class activities, and note-taking. In some cases, the instructor may specifically request students bring particular device(s) to class to use during an activity, if students have such device(s). However, students will not be penalized for not having any particular kind of technology. Additionally, any device brought to class should not be used during class time to conduct activities not related to the course (e.g., Facebook, emailing, web browsing, etc.)

3. Weekly Reading Responses

Each week (that it is required), you will post 1-2 responses to the readings on the Discussion portal of Canvas. The responses are due by 11:59pm Monday before class on the dates indicated in the syllabus. These responses will help guide classroom discussion time; it also helps me notice topics and/or misconceptions that I need to address. Please use these prompts provided below, referencing specific readings and page numbers (use APA citations for all quoted, paraphrased, and referenced material).

- Questions and your initial thoughts/answers
 - Sample Response: ASK QUESTION ABOUT READING (APA IN-TEXT CITATION). This makes me think about _____, but it's still unclear to me. Can we try to answer this question together?
- Points/Concepts you want to discuss further in class
 - Sample Response: I am wondering about _____ (concept, idea, etc.) on page ____ in _____'s article/chapter (APA IN-TEXT CITATION). I think it means _____, but I would like to know more about _____.
- A quote from the reading that you just can't get out of your mind.
 - Sample Response: PROVIDE QUOTATION (APA IN-TEXT CITATION). This quote made me think of _____, and I think it relates to _____.

A Note on Reading

This is a reading-intensive course. While efforts are made by the instructor to be mindful of students' commitments outside of this course and limit the readings to important and relevant pieces, reading and/or engaging deeply with the assigned material before class is important for optimal growth as a social studies educator, especially in light of the fact that social studies is a wide and interdisciplinary subject matter. Students should expect to spend 2-4 hours a week (sometimes less, sometimes more) engaging with the assigned readings. As (future) teachers, continuous learning is imperative, and reading extensively is one way to continue growing as a social studies educator and as an educator in general.

4. Critical Task #1: Social Studies Competencies and Textbook Analysis (50 points total)

Candidates will review all social studies competencies for teaching social studies at the K-6 level. They will then examine elementary social studies textbooks to determine where they can apply each competency and which competencies are not included in this text. Candidates will provide evidence and explanation as to how each competency is covered according to the textbook, as well as a short reflection (answering questions such as: how the textbooks' coverage of the competencies impacts their teaching of elementary social studies and what they will do in their classroom to meet competencies that the textbook does not cover and/or to meet competencies in a more multicultural, meaningful, and/or deeper way). They will be provided a form (see below) to complete for this critical task. Candidates will do this activity in groupings in class in stages over the course of the semester, but candidates will be required to submit each portion of the assignment and ultimately, their complete, final assignment to both Canvas and TaskStream independently.

For the complete description of this assignment including the form to complete and the rubric for this assignment, please see page 13.

5. Critical Task #2: Field Experience Activity

This required assignment includes a series of activities that you will complete as part of an early field experience internship. The first activity includes an exploration of the population demographics served in this particular placement. In particular you will be asked to outline a process for learning about the cultural experiences of ELL students in their placement as well as gather information about each student's diverse learning style. As part of this assignment you will interview teachers and K-6 students to learn about the state of social studies at this grade level. Finally, each candidate will develop and administer a lesson plan that incorporates powerful strategies for social studies. Master teachers will provide feedback on this lesson.

For the complete description of this assignment including the rubric for this assignment, please see page 22.

6. Critical Task #3: Unit Plan (Course Final)

In groups, you will design a grade appropriate unit plan based on an interdisciplinary theme. The narrative of the unit will indicate your ability to use knowledge about your students' needs, curricular standards, powerful strategies for teaching social studies, and the role of assessment in teaching for student understanding. You are encouraged to focus on themes that include cultural diversity as well as topics that introduce students to the negative impact of racism, stereotyping and discrimination throughout history as well as embedded today. Regardless of the topic, unit narratives must discuss the importance of addressing all students' diverse learning needs; in particular how issues of racism, stereotyping and discrimination impact diverse learners, like ELL and ESE students. You will need to develop 5 interdisciplinary lessons (e.g. math/social studies, science/social studies, literature/social studies, etc.). Each lesson must include strategies for teaching ELL and ESE students. Lesson plans need to indicate how you are incorporating powerful strategies for teaching social studies, including components of lessons that are engaging and challenging, as well as informal and formal techniques for assessing students.

For the complete description of this assignment including the rubric for this assignment, please see page 28. For a description of the check points intended to help you complete this assignment over the course of the semester, please continue reading below.

a. Check Point 1:

For this Check Point, student groups will choose their essential question, major topic(s) of the unit plan, and their final assessment. A holistic 8 points will be awarded for this Check Point. More information on this Check Point will be provided in class.

b. Check Point 2: Resource Gathering Assignment (32 points)

Students will individually gather the following resources to build up their content knowledge for their unit plan.

Each student must have the following unique (no duplicates amongst group members) resources about the topic chosen by the group:

- 2 relevant written resources - 1 must be a primary source (letters, textbook passages, articles, etc.)
- 2 relevant visual resources (paintings, photographs, maps, charts, etc.)
- 2 relevant multi-media resources (movie clips, music clips, interactive websites, etc.)
- 1 relevant trade book (see suggested lists shared in class and on Canvas)
- 1 relevant practitioner or research article about the topic (see, for example, *Social Studies and the Young Learner [SSYL]*, *Social Education*, *The Journal of Social Studies Research [JSSR]*, *The History Teacher*, among others)

For each resource, you must upload the actual resource/artifact and a resource sheet with the following information:

- the proper APA citation
- 3-5 sentences describing the resource/artifact including:
 - its context (when it was created, how it was created, for what purpose)
 - its significance to the proposed topic (why you chose to have this resource/artifact for teaching about this topic, how it will help you teach this topic)

Each resource will be graded on 4-point scale as follows:

____/1	Having a relevant resource for the topic at hand
____/1	Including the proper APA citation on the resource sheet
____/1	Description of the resource's context (when it was created, how it was created, for what purpose)
____/1	Description of the resource's significance to the proposed topic (why you chose to have this resource/artifact for teaching about this topic, how it will help you teach this topic)

All documents/resources/artifacts will be uploaded into a Google Drive folder and shared with the instructor and/or TA. Use the following file naming label for each resource:

"YourLastName_Visual1" etc. and for the resource sheet, use the following:

"YourLastName_Visual1_ResourceSheet." More explanation of this will be covered in class.

Resources will also be shared informally in class the day the assignment is due, and also, later, shared via Google Drive with classmates in order to develop components of their group final unit plans.

c. Check Point 3: Unit Plan Outline

To complete this portion of the assignments, students will work in their groups to complete an outline of their unit plan, using the format provided to them in class. A wholistic 30 points will be awarded for this Check Point. More information on this Check Point will be provided in class.

Critical Task #1: Social Studies Competencies and Textbook Analysis

Assignment: Elementary Social Studies Competencies and Textbook Analysis

Course: SSE 4312

Explanation of Artifact: Candidates will review all social studies competencies for teaching social studies at the K-6 level. They will then examine elementary social studies textbooks to determine where they can apply each competency and which competencies are not included in this text. Candidates will provide evidence and explanation as to how each competency is covered according to the textbook, as well as a short reflection (answering questions such as: how the textbooks’ coverage of the competencies impacts their teaching of elementary social studies and what they will do in their classroom to meet competencies that the textbook does not cover and/or to meet competencies in a more multicultural, meaningful, and/or deeper way). They will be provided a form (see below) to complete for this critical task. Candidates will do this activity in groupings in class in stages over the course of the semester, but candidates will be required to submit each portion of the assignment and ultimately, their complete, final assignment to both Canvas and TaskStream independently.

Artifact Objective	9. Master social studies content knowledge at the level necessary to incorporate this information into an elementary classroom.
FEAPs Florida Educator Accomplished Practice	N/A
PECs Professional Education Competencies	PECs addressed through FEAPs
SACs Subject Area Competencies	Sec.60. Soc. Sci. 7-11 (assessed)
SACs Subject Area Competencies Soc. Studies Sec. 60	<p>1. Sec. 60. Soc. Sci. 1: Knowledge of instructional practice and assessment of the social sciences. (addressed) Sec. 60. Soc. Sci. 1.1: Select appropriate resources for instructional delivery of social science concepts, including complex informational text.</p> <p>2. Sec. 60. Soc. Sci. 2: Knowledge of time, continuity, and change (i.e., history) (assessed) Sec. 60. Soc. Sci. 2.1: Identify and analyze historical events that are related by cause and effect. Sec. 60. Soc. Sci. 2.2: Analyze the sequential nature of historical events using timelines. Sec. 60. Soc. Sci. 2.3: Analyze examples of primary and secondary source documents for historical perspective. Sec. 60. Soc. Sci. 2.4: Analyze the impacts of the cultural contributions and technological developments of Africa; the Americas; Asia, including the Middle East; and Europe. Sec. 60. Soc. Sci. 2.5: Identify the significant historical leaders and events that have influenced Eastern and Western civilizations. Sec. 60. Soc. Sci. 2.6: Determine the causes and consequences of exploration, settlement, and growth on various cultures. Sec. 60. Soc. Sci. 2.7: Interpret the ways that individuals and events have influenced economic, social, and political institutions in the world, nation, or state.</p>

	<p>Sec. 60. Soc. Sci. 2.8: Analyze immigration and settlement patterns that have shaped the history of the United States.</p> <p>Sec. 60. Soc. Sci. 2.9: Identify how various cultures contributed to the unique social, cultural, economic, and political features of Florida.</p> <p>Sec. 60. Soc. Sci. 2.10: Identify the significant contributions of the early and classical civilizations.</p> <p>3. Sec. 60. Soc. Sci. 3: Knowledge of people, places, and environment (i.e., geography) (assessed)</p> <p>Sec. 60, Soc. Sci. 3.1: Identify and apply the six essential elements of geography (i.e., the world in spatial terms, places and regions, physical systems, human systems, environment and society, uses of geography), including the specific terms for each element. (addressed)</p> <p>Sec. 60, Soc. Sci. 3. 2: Analyze and interpret maps and other graphic representations of physical and human systems.</p> <p>Sec. 60, Soc. Sci. 3. 3: Identify and evaluate tools and technologies (e.g., maps, globe, GPS, satellite imagery) to acquire, process, and report information from a spatial perspective. (addressed)</p> <p>Sec. 60, Soc. Sci. 3. 4: Interpret statistics that show how places differ in their human and physical characteristics. (addressed)</p> <p>Sec. 60, Soc. Sci. 3. 5: Analyze ways in which people adapt to an environment through the production and use of clothing, food, and shelter. (addressed)</p> <p>Sec. 60, Soc. Sci. 3. 6: Determine the ways tools and technological advances affect the environment. (addressed)</p> <p>Sec. 60, Soc. Sci. 3. 7: Identify and analyze physical, cultural, economic, and political reasons for the movement of people in the world, nation, or state. (addressed)</p> <p>Sec. 60, Soc. Sci. 3. 8: Evaluate the impact of transportation and communication networks contribute to the level of economic development in different regions. (addressed)</p> <p>Sec. 60, Soc. Sci. 3. 9: Compare and contrast major regions of the world, nation, or state. (addressed)</p> <p>4. Sec. 60. Soc. Sci. 4: Knowledge of government and the citizen (i.e., government and civics) (assessed)</p> <p>Sec. 60, Soc. Sci. 4.1: Distinguish between the structure, functions, and purposes of federal, state, and local government. (addressed)</p> <p>Sec. 60, Soc. Sci. 4.2: Compare and contrast the rights and responsibilities of a citizen in the world, nation, state, and community. (addressed)</p> <p>Sec. 60, Soc. Sci. 4.3: Identify and interpret major concepts of the U.S. Constitution and other historical documents. (addressed)</p> <p>Sec. 60, Soc. Sci. 4.4: Compare and contrast the ways the legislative, executive, and judicial branches share powers and responsibility. (addressed)</p> <p>Sec. 60, Soc. Sci. 4.5: Analyze the U.S. electoral system and the election process. (addressed)</p> <p>Sec. 60, Soc. Sci. 4.6: Identify and analyze the relationships between social, economic, and political rights and the historical documents that secure these rights in the United States. (addressed)</p> <p>Sec. 60, Soc. Sci. 4.7: Identify and analyze the processes of the U.S. legal system.</p> <p>5. Sec. 60. Soc. Sci. 5: Knowledge of production, distribution, and consumption (i.e., economics) (assessed)</p>
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	Sec. 60. Soc. Sci. 5.1: Determine ways that scarcity affects the choices made by governments and individuals. (addressed) Sec. 60. Soc. Sci. 5.2: Compare and contrast the characteristics and importance of currency. Sec. 60. Soc. Sci. 5.3: Identify and analyze the role of markets from production through distribution to consumption. (addressed) Sec. 60. Soc. Sci. 5.4: Identify and analyze factors to consider when making consumer decisions. (addressed) Sec. 60. Soc. Sci. 5.5: Analyze the economic interdependence between nations (e.g., trade, finance, movement of labor). (addressed) Sec. 60. Soc. Sci. 5.6: Identify human, natural, and capital resources and evaluate how these resources are used in the production of goods and services. (addressed) 6.
ESOL	N/A

SSE 4312

Critical Task 1: Social Studies Competencies and Textbook Analysis

FORM

PART 1:

Competency 1: Knowledge of instruction and assessment of the social sciences

Textbook Authors:

Textbook Name:

Publisher:

Year of Publication:

Grade Level:

Indicator 1: Select appropriate resources for instructional delivery of social science concepts, including complex informational text.

Evidence:

Explanation:

Reflection on textbook coverage of Competency 1 (3-5 Sentences):

Competency 2: Knowledge of time, continuity, and change (i.e., history)

Textbook Authors:

Textbook Name:

Publisher:

Year of Publication:

Grade Level:

Indicator 1: Identify and analyze historical events that are related by cause and effect.

Evidence:

Explanation:

Indicator 2: Analyze the sequential nature of historical events using timelines.

Evidence:

Explanation:

Indicator 3: Analyze examples of primary and secondary source documents for historical perspective.

Evidence:

Explanation:

Indicator 4: Analyze the impacts of the cultural contributions and technological developments of Africa; the Americas; Asia, including the Middle East; and Europe.

Evidence:

Explanation:

Indicator 5: Identify the significant historical leaders and events that have influenced Eastern and Western civilizations

Evidence:

Explanation:

Indicator 6: Determine the causes and consequences of exploration, settlement, and growth on various cultures.

Evidence:

Explanation:

Indicator 7: Interpret the ways that individuals and events have influenced economic, social, and political institutions in the world, nation, or state.

Evidence:

Explanation:

Indicator 8: Analyze immigration and settlement patterns that have shaped the history of the United States.

Evidence:

Explanation:

Indicator 9: Identify how various cultures contributed to the unique social, cultural, economic, and political features of Florida.

Evidence:

Explanation:

Indicator 10: Identify the significant contributions of the early and classical civilizations.

Evidence:

Explanation:

Reflection on textbook coverage of Competency 2 (3-5 Sentences):

PART 2:

Competency 3: Knowledge of people, places, and environment (i.e., geography)

Textbook Authors:
Textbook Name:
Publisher:
Year of Publication:
Grade Level:

Indicator 1: Identify and apply the six essential elements of geography (i.e., the world in spatial terms, places and regions, physical systems, human systems, environment and society, uses of geography), including the specific terms for each element.

Evidence:
Explanation:

Indicator 2: Analyze and interpret maps and other graphic representations of physical and human systems.

Evidence:
Explanation:

Indicator 3: Identify and evaluate tools and technologies (e.g., maps, globe, GPS, satellite imagery) to acquire, process, and report information from a spatial perspective.

Evidence:
Explanation:

Indicator 4: Interpret statistics that show how places differ in their human and physical characteristics.

Evidence:
Explanation:

Indicator 5: Analyze ways in which people adapt to an environment through the production and use of clothing, food, and shelter.

Evidence:
Explanation:

Indicator 6: Determine the ways tools and technological advances affect the environment.

Evidence:
Explanation:

Indicator 7: Identify and analyze physical, cultural, economic, and political reasons for the movement of people in the world, nation, or state.

Evidence:
Explanation:

Indicator 8: Evaluate the impact of transportation and communication networks contribute to the level of economic development in different regions.

Evidence:
Explanation:

Indicator 9: Compare and contrast major regions of the world, nation, or state.

Evidence:
Explanation:

Reflection on textbook coverage of Competency 3 (3-5 Sentences):

PART 3:

Competency 4: Knowledge of government and the citizen (i.e., government and civics)

Textbook Authors:
Textbook Name:
Publisher:
Year of Publication:
Grade Level:

Indicator 1: Distinguish between the structure, functions, and purposes of federal, state, and local government.

Evidence:
Explanation:

Indicator 2: Compare and contrast the rights and responsibilities of a citizen in the world, nation, state, and community.

Evidence:
Explanation:

Indicator 3: Identify and interpret major concepts of the U.S. Constitution and other historical documents.

Evidence:
Explanation:

Indicator 4: Compare and contrast the ways the legislative, executive, and judicial branches share powers and responsibility.

Evidence:
Explanation:

Indicator 5: Analyze the U.S. electoral system and the election process.

Evidence:
Explanation:

Indicator 6: Identify and analyze the relationships between social, economic, and political rights and the historical documents that secure these rights in the United States.

Evidence:
Explanation:

Indicator 7: Identify and analyze the processes of the U.S. legal system.

Evidence:
Explanation:

Reflection on textbook coverage of Competency 4 (3-5 Sentences):

PART 4:

Competency 5: Knowledge of production, distribution, and consumption (i.e., economics)

Textbook Authors:
Textbook Name:
Publisher:
Year of Publication:
Grade Level:

Indicator 1: Determine ways that scarcity affects the choices made by governments and individuals.

Evidence:
Explanation:

Indicator 2: Compare and contrast the characteristics and importance of currency.

Evidence:
Explanation:

Indicator 3: Identify and analyze the role of markets from production through distribution to consumption.

Evidence:
Explanation:

Indicator 4: Identify and analyze factors to consider when making consumer decisions.

Evidence:
Explanation:

Indicator 5: Analyze the economic interdependence between nations (e.g., trade, finance, movement of labor).

Evidence:
Explanation:

Indicator 6: Identify human, natural, and capital resources and evaluate how these resources are used in the production of goods and services. (addressed)

Evidence:
Explanation:

Reflection on textbook coverage of Competency 5 (3-5 Sentences):

Rubric for Critical Task #1: Elementary Social Studies Competencies and Textbook Analysis

Levels/Criteria	Mastery	Proficient	Limited	Score/ Level
FDOE Competencies Sec. 60 So. Sci. 2: Knowledge of time, continuity, and change	Excellent demonstration of knowledge of all of the 10 indicators of FDOE Soc. Sci. Competency 2: Knowledge of time, continuity of change	Clear demonstration of knowledge of most of the 10 indicators of FDOE Soc. Sci. Competency 2: Knowledge of time, continuity of change	Little or no demonstration of knowledge of the 10 indicator of FDOE Soc. Sci. Competency 2: Knowledge of time, continuity of change	
FDOE Competencies Sec. 60 So. Sci. 3: Knowledge of people, places and environment (i.e. geography)	Excellent demonstration of knowledge of all of the 9 indicators of FDOE Soc. Sci. Competency 3: Knowledge of people, places and environment (i.e. geography)	Clear demonstration of knowledge of most of the 9 indicators of FDOE Soc. Sci. Competency 3: Knowledge of people, places and environment (i.e. geography)	Little or no demonstration of knowledge of the 9 indicators of FDOE Soc. Sci. Competency 3: Knowledge of people, places and environment (i.e. geography)	
FDOE Competencies Sec. 60 So. Sci. 4: Knowledge of government and the citizen (i.e., government and civics)	Excellent demonstration of knowledge of all 7 of the indicators of FDOE Soc. Sci. Competency 4: Knowledge of government and the citizen (i.e., government and civics)	Clear demonstration of knowledge of most of the 7 of the indicators of FDOE Soc. Sci. Competency 4: Knowledge of government and the citizen (i.e., government and civics)	Little or no demonstration of knowledge of the 7 indicators of FDOE Soc. Sci. Competency 4: Knowledge of government and the citizen (i.e., government and civics)	
FDOE Competencies Sec. 60 So. Sci. 5: Knowledge of production, distribution, and consumption (i.e. economics)	Excellent demonstration of knowledge of all 6 of the indicators of FDOE Soc. Sci. Competency 5: Knowledge of production, distribution, and consumption (i.e. economics)	Clear demonstration of knowledge of most of the 6 of the indicators of FDOE Soc. Sci. Competency 5: Knowledge of production, distribution, and consumption (i.e. economics)	Little or no demonstration of knowledge of the 6 indicators of FDOE Soc. Sci. Competency 5: Knowledge of production, distribution, and consumption (i.e. economics)	

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Levels/Criteria	Mastery	Proficient	Limited	Score/ Level
<p>FDOE Competencies Sec. 60 So. Sci.</p> <p>Sec. 60. Soc. Sci. 1: Knowledge of instruction and assessment of the social sciences</p> <p>Indicator 1.1: Select appropriate resources for instructional delivery of social science concepts, including complex informational text.</p>	<p>Compelling review of the multiple resources and assessment methods used in teaching social science concepts provided in the textbook. This demonstrates a candidate's excellent understanding of these components in social science instruction.</p>	<p>Acceptable review of the multiple resources and assessment methods used in teaching social science concepts provided in the textbook. This demonstrates a candidate's proficient understanding of these components in social science instruction.</p>	<p>Little or no review of the resources and assessment methods used in teaching social science concepts provided in the textbook. This demonstrates a candidate's proficient understanding of these components in social science instruction.</p>	

Critical Task #2: Field Experience Activity

Assignment: Elementary Social Studies Field Experience Activity

Course: SSE 4312

Explanation of Artifact: This required assignment includes a series of activities that each candidate will complete as part of an early field experience internship. The first activity includes an exploration of the population demographics served in this particular placement. In particular, candidates are asked to outline a process for learning about the cultural experiences of ELL students in their placement as well as gather information about each student’s diverse learning style. As part of this assignment, candidates will interview teachers and K-6 students to learn about the state of social studies at this grade level. Finally, each candidate will develop and administer a lesson plan that incorporates powerful strategies for social studies. Master teachers will provide feedback on this lesson.

Artifact Objective	<ol style="list-style-type: none"> 1. Create and deliver challenging and engaging social studies lessons. 2. Inquire about the state of social studies education in local elementary school classrooms. 3. Identify resources for learning about students’ cultural backgrounds, standards for ESOL instruction in the social studies content area, and strategies for teaching and assessing ELLs.
FEAPs Florida Educator Accomplished Practice	FEAPS (a) 3.A Deliver engaging and challenging Lessons
PECs Professional Education Competencies	PECs addressed through FEAPs
SACs Subject Area Competencies	N/A
UCC Additional Elements of the Uniform Core Curriculum	<ol style="list-style-type: none"> 1. UCC f: Teaching strategies to meet the needs of diverse student populations (addressed) 2. UCC i: Professional ethics (addressed)
ESOL	ESOL 1.1C Use a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction.

SSE 4312
Critical Task #2 – Field Experience Activity

Assignment Part A: Student & Teacher Perceptions of School and Social Studies

Step 1: Demographics

Candidates will describe their field experience school, by providing the following information:

- diversity breakdown,
- socio-economic make-up,
- student/teacher ratios,
- resources available for teacher and/or students
- special programs,
- ESE and ELL numbers,
- after school programs
- and other relevant information that is discovered that would be helpful for a new teacher in the building

A major component of this research is so that candidates can later identify and discuss the resources teachers can use to learn about the cultural experiences of ELL students and their families in order to guide curriculum development and instruction.

Step 2: Interviews and Summaries

The candidate will interview their master teacher and at least 3 students to find out the extent to which social studies is taught at the school, grade level, and classroom. *Pseudonyms will be used in place of all student names.*

The student may ask the teacher the following questions:

1. How often do you teach social studies?
2. What is the focus of your social studies curriculum?
3. Do you integrate social studies with any other subject areas? If yes, which subjects?
4. How do you think your students feel about social studies?
5. Are you able to teach social studies the way you want to teach it? Explain
6. How important do you think social studies is to elementary students?
7. Which social studies units will you be teaching this semester?

The student may ask at least 3 youngsters in his/her class the following questions:

1. What is school?
2. Why do you go to school?
3. What kinds of things do you learn about in social studies?
4. How do you feel about school?
5. Do you like working with maps?
6. Do you like reading?
7. What kind of stories do you like best?
8. What is your favorite subject and why?
9. Which is your least favorite subject and why?
10. What would you like to learn about in social studies?

Step 3: Analysis

After completing the field assignment, candidates will write a summary of the answers received. This summary must include:

1. A description of the types of resources they used to find out about the population, multicultural representation, socio-economic make-up, student/teacher ratios, resources available for teachers/students, special programs, ESE and ELL numbers, after-school programs, etc.

2. Specific information about the types of resources teachers could use to learn about the cultural experiences of ELLs.
3. A reflection on how this information impacted their perspective of social studies instruction and teaching in elementary classrooms.
4. A reflection on how this information will help them in planning future lessons with this class.

The analysis portion should not exceed 3 pages. Grammatical and spelling errors count.

Assignment Part B: Teaching Social Studies Lesson Plan

Step 1: Teaching a Social Studies Lesson

Candidates will create a grade appropriate interdisciplinary social studies lesson plan. Before starting, meet with the cooperating teacher to make sure the topic you choose will be useful to the class and make a plan for when the lesson can take place. The use of literature and/or technology is encouraged. Each candidate will then teach the lesson at his/her field school. The student will then have the cooperating teacher fill out the attached observation form.

Items to be turned in for this portion of the assignment include, but are not limited to:

1. Lesson plan (use the lesson plan format provided in class)
2. Any supplemental materials used to prepare lessons
3. Sample of a student's work
4. Observation form (see below)

Step 2: Reflection on Teaching

Candidates will write a one-page reflection on their own teaching. This analysis should include a discussion of strengths of the lesson plan and teaching experience, as well as what would be improved or reconsidered if this lesson was taught again.

PLEASE NOTE: Completion of the lesson and observation is a requirement for successfully completing this course.

Please proof read, grammatical and spelling errors count.

**FIELD EXPERIENCE
OBSERVATION/ASSESSMENT**

Pre-Service Teacher: _____

Date: _____

School: _____ **Observer:** _____

Subject: _____

Grade Level: _____

Description of Task Observed:

	Always	Sometimes	No evidence
1. The pre-service teacher participates in field experience on a regular basis.			
2. The pre-service teacher exhibits a professional demeanor.			
3. The pre-service teacher communicates in advance with the cooperating teacher about assignments to be completed.			
4. The pre-service teacher is punctual.			
5. The pre-service teacher displays a positive attitude and is enthusiastic and genuinely interested in student progress.			
6. The pre-service teacher uses correct oral and written English.			
7. The pre-service teacher re-directs students' behavior when necessary.			
8. The pre-service teacher works with students whenever possible.			
9. The pre-service teacher takes initiative in the classroom.			
10. The pre-service teacher circulates the classroom to assist students.			

Respond to the following based on the lesson(s) observed.

The pre-service teacher prepares lesson(s) that are challenging, as appropriate for the grade level.

____ Target ____ Acceptable ____ Unacceptable.

The pre-service teacher prepares lesson(s) that are active and engaging, as appropriate for the grade level.

____ Target ____ Acceptable ____ Unacceptable.

Based on the observation, identify a main area of strength:

Based on the observation, identify an area where improvement is needed:

Teacher's Signature: _____

Pre-service Teacher's Signature: _____

Please Return to Pre-Service Teacher to Turn into FIU Instructor

Rubric for Critical Task #2 – Field Experience Activity

Levels/Criteria	Target	Acceptable	Unacceptable	Score/ Level
Demographic Information	There is a detailed explanation of the candidate's field experience school. The candidate has included information about all of the following components: diversity breakdown, socio-economic make-up student/teacher ratios, resources available, special programs, ESE and ELL numbers, after school programs. This description also incorporated additional information that would be helpful for a new teacher in the building.	There is an adequate explanation of the candidate's field experience school. The candidate has included most of the following information: diversity breakdown, socio-economic make-up student/teacher ratios, resources available, special programs, ESE and ELL numbers, after school programs.	There is little or no explanation of the candidate's field experience school.	
Reflection on Social Studies Education at the Elementary Level	The candidate has included a detailed explanation of information gathered through teacher and student interviews and their personal research, including how this relates to the social studies content area.	The candidate has included an adequate explanation of information gathered through teacher and student interviews and their personal research, including how this relates to the social studies content area.	The candidate has not included an explanation of information gathered through teacher and student interviews and their personal research, including how this relates to the social studies content area.	
Reflection on One's Teaching Practice	The candidate has included a detailed explanation of information gathered through teacher and student interviews and their personal research, including how this relates to their future teaching practice.	The candidate has included an adequate explanation of information gathered through teacher and student interviews and their personal research, including how this relates to their future teaching practice.	The candidate has not included an explanation of information gathered through teacher and student interviews and their personal research, including how this relates to their future teaching practice.	

Levels/Criteria	Target	Acceptable	Unacceptable	Score/ Level
FEAPS (a) 3.A Deliver engaging and challenging lessons	Excellent indication that engaging and challenging lessons are incorporated into the unit.	Clear indication that engaging and challenging lessons are incorporated into the unit.	Little or no indication that engaging and challenging lessons are incorporated into the lesson plan.	
ESOL 1.1C Use a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction.	Excellent and compelling description of the range of resources they used to learn about the ELL students and their families at their school placements. Excellent discussion of how they can use that information in planning the units for their curriculum units.	Clear description of the range of resources they used to learn about the ELL students and their families at their school placements. Clear discussion of how they can use that information in planning the units for their curriculum units.	Little or no description of the range of resources they used to learn about the ELL students and their families at their school placements. Little or no discussion of how they can use that information in planning the units for their curriculum units.	

Critical Task #3: Unit Plan (Course Final)

Assignment: Elementary Social Studies Unit Plan

Course: SSE 4312

Explanation of Artifact: In groups, candidates will design a grade appropriate unit plan based on an interdisciplinary theme. The narrative of the unit will indicate their ability to use knowledge about their students’ needs, curricular standards, powerful strategies for teaching social studies, and the role of assessment in teaching for student understanding. Candidates are encouraged to focus on themes that include cultural diversity as well as topics that introduce students to the negative impact of racism, stereotyping and discrimination throughout history as well as embedded today. Regardless of the topic, unit narratives must discuss the importance of addressing all students’ diverse learning needs; in particular how issues of racism, stereotyping and discrimination impact diverse learners, like ELL and ESE students. Candidates will need to develop five interdisciplinary lessons (e.g. math/social studies, science/social studies, literature/social studies, etc.). Each lesson must include strategies for teaching ELL and ESE students. Lesson plans need to indicate how you are incorporating powerful strategies for teaching social studies, including components of lessons that are engaging and challenging, as well as informal and formal techniques for assessing students.

Artifact Objective	<ol style="list-style-type: none"> 1. Practice appropriate ways of creating interdisciplinary lessons for the social studies classroom. 2. Create and deliver challenging and engaging social studies lessons. 3. Practice appropriate ways of creating interdisciplinary lessons for the social studies classroom. 4. Sequence social studies lesson so that it builds on prior content knowledge as well as transitions instruction for further learning.
FEAPs Florida Educator Accomplished Practice	FEAPS (a) 1.B Sequences lessons and concepts to ensure coherence and required prior knowledge FEAPS (a) 3.E Relate and integrate the subject matter with other disciplines and life experiences
PECs Professional Education Competencies	PECs addressed through FEAPs
SACs Subject Area Competencies	<p>1. Sec. 60. Soc. Sci. 1: Knowledge of instructional practice and assessment of the social sciences (assessed)</p> Sec. 60. Soc. Sci. 1.1: Select appropriate resources for instructional delivery of social science concepts, including complex informational text. Sec. 60. Soc. Sci. 1.2: Identify appropriate resources for planning for instruction of social science concepts. Sec. 60. Soc. Sci. 1.3: Choose appropriate methods for assessing social science concepts. Sec. 60. Soc. Sci. 1.4: Determine appropriate learning environments for social science lessons.
UCC Additional Elements of the Uniform Core Curriculum	<ol style="list-style-type: none"> 1. UCC f: Teaching strategies to meet the needs of diverse student populations (addressed)
ESOL	ESOL 1.1D

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	Understand and apply knowledge about the effects of racism, stereotyping and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.
	ESOL 4.1A: Plan for integrated standards-based ESOL and language sensitive content

SSE 4312
Critical Task #3: Unit Plan (Course Final)

Additional Requirements

The Unit Plan will follow the 5-stage social justice-oriented social studies framework model described by Agarwal-Rangnath (2013). You will also be provided with a unit plan outline and a lesson plan format to follow.

The Unit Plan must include the following components:

- A minimum of five daily social studies lesson plans that address one theme in social studies
- An interdisciplinary math, science, language arts, reading, and visual arts lesson plan
- At least one lesson plan that engages with a relevant text (e.g., trade book) for the grade level
- At least one lesson plan that engages an adapted primary source
- At least one lesson plan that engages with technology meaningfully
- ESOL strategies and modifications must be included in all of the lesson plans
- Any materials that are needed to engage in all of the lesson plans (powerpoint slides, worksheets, materials, etc.)

You will also include a narrative at the beginning of the unit. The narrative must include the following information (this narrative should be 1.5-3 pages long, double-spaced):

- A summary of how the lessons all relate to the theme. Make sure to explain how the sequencing of the lessons and concepts was designed to ensure coherence and required prior knowledge.
- A description of the links between student needs, subject matter, methods, and assessment strategies. You should incorporate strategies, modifications, and extensions for teaching students with different learning styles, ELLs and ESE.
- Linkages to national, state, and district standards
- Field trips or special activities and/or additional resources you might provide to support content in this unit.
- A discussion of how you incorporated multiple forms of formative, summative, traditional and authentic assessments throughout the unit to measure student understand and a reflection on how teachers can revise instruction based on these results.
- A discussion about how the unit requires knowledge of or incorporates lessons demonstrate the effects of racism, stereotyping, and discrimination.
 - You must discuss how these activities create a classroom community to incorporate diverse learners. In this section discuss how the unit addresses stereotypes and

discrimination as it relates to teaching students from diverse religious or cultural backgrounds, in teaching ELLs from different backgrounds and at varying English proficiency levels, and ESE students in your schools.

This assignment must be computer generated and presented in a binder. Please proof read, spelling and grammatical errors count.

Rubric For Critical Task #3 – Unit Plan

Levels/Criteria	Mastery	Proficient	Limited	Score/ Level
Goal and Objectives	Essential goal, compelling to students. Objectives entirely reachable, and promote in-depth investigation, critical thinking, and allow for multiple viewpoints.	Clear goal, pertains to students. Clear objectives that can be reached, are engaging and interesting, allow for opposing viewpoints.	Goal unclear, does not pertain to students. Vaguely stated objectives, too many to address.	
Connection to Standards FDOE Competencies Sec. 60 So. Sci. Sec. 60. Soc. Sci. 1: Knowledge of instructional practice and assessment of the social sciences Indicator 1.2: Identify appropriate resources for planning for instruction of social science concepts.	Standards have been chosen in a coherent manner to create a lesson plan that will positively affect student achievement.	Thoughtfully chosen standards, which provide organization and focus for the lesson.	Laundry list of standards (or none) that is impossible to achieve. Not grade level specific.	
Unit design & instructions	The unit plan design & instructions are clear, well organized, and sequentially arranged to assure that student address the goal in a thoughtful, organized way.	The unit plan design & instructions are clear, related to the unit goal and objectives.	The unit plan design & instructions are vague & incomplete.	

<p>Activities</p> <p>FDOE Competencies Sec. 60 So. Sci.</p> <p>Sec. 60. Soc. Sci. 1: Knowledge of instructional practice and assessment of the social sciences</p> <p>Indicator - 1.4: Determine appropriate learning environments for social science lessons.</p>	<p>Activities have a real connection to the goal and objectives, and allow students to analyze, synthesize, and extend their understanding of the essential questions. Instructions are geared to consider individual student needs, language or cultural background.</p>	<p>Activities have a real connection to the goal and objectives, and engage students. Instructions take into account individual student needs, language or cultural background</p>	<p>Activities have little or no connection to the goal and objectives. Instructions have no variation for individual student needs, language or cultural background.</p>	
<p>Technology Integration Strategies</p>	<p>Technology integration supports the unit goal and objectives in a compelling way.</p>	<p>Technology and unit goal and objectives are integrated, and the use of technology is an effective method for learning the curriculum content.</p>	<p>Technology used does not support the unit goal and objectives, and is unrelated to the curriculum content.* Little or no relationship between assessment and unit goal and objectives.</p>	
<p>Assessment</p> <p>Sec. 60. Soc. Sci. 1: Knowledge of instructional practice and assessment of the social sciences</p> <p>Indicator -1.3: Choose appropriate methods for assessing social science concepts.</p>	<p>Relationship between assessment and unit goal and objectives not only clear, but compelling and relevant, asking students to create thoughtful responses. Alternative measures of assessment clearly related to lesson goal and objectives.</p>	<p>Clear relationship between assessment and unit goal and objectives, alternative measures of assessment clearly related to lesson goal and objectives.</p>	<p>Little or no relationship between assessment and unit goal and objectives.</p>	

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<p>FEAPS (a) 1.B Sequences lessons and concepts to ensure coherence and required prior knowledge</p>	<p>Excellent description of the sequence of the lessons within the unit, including a complete and compelling discussion of what prior knowledge students would need to know, why individual lessons are placed in which order and how concepts and skills build from one lesson to the next.</p>	<p>Clear description of the sequence of the lessons within the unit, including a discussion of what prior knowledge students would need to know, why individual lessons are placed in which order and how concepts and skills build from one lesson to the next.</p>	<p>Little or no description of the sequence of lessons as well as little or no discussion over what prior knowledge students would need to no or how concepts and skills build from one lesson to the next.</p>	
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FEAPS (a) 3.A Deliver engaging and challenging Lessons	Excellent indication that engaging and challenging lessons are incorporated into the unit.	Clear indication that engaging and challenging lessons are incorporated into the unit.	Little or no indication that engaging and challenging lessons are incorporated into the lesson plan.	
FEAPS (a) 3.E Relate and integrate the subject matter with other disciplines and life experiences	Excellent coverage and appropriate integration of multiple subject disciplines in addition to social studies in lessons throughout the unit.: e.g. math, science, art, physical education and language arts	Clearly incorporated the integration of multiple subject disciplines in addition to social studies in lessons throughout the unit.: e.g. math, science, art, physical education and language arts	Little or no integration of multiple subject disciplines in addition to social studies in lessons throughout the unit.: e.g. math, science, art, physical education and language arts	
ESOL 1.1D Understand and apply knowledge about the effects of racism, stereotyping and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.	Contains an excellent, compelling narrative that indicates how this unit applies one's knowledge about the effects of racism, stereotyping and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.	Contains a clear narrative that indicates how this unit applies one's knowledge about the effects of racism, stereotyping and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.	Contains little or no narrative that indicates how this unit applies one's knowledge about the effects of racism, stereotyping and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels	
ESOL 4.1A: Plan for integrated standards-based ESOL and language sensitive content	The ESOL infused lesson plan provides detailed instructions of how standards-based strategies and language sensitive content is addressed. There is compelling evidence that ESOL strategies are incorporated throughout all 5 lessons.	The ESOL infused lesson plan provides adequate instructions of how standards-based strategies and language sensitive content is addressed. There is adequate evidence that ESOL strategies are incorporated throughout all 5 lessons.	The ESOL infused lesson plan does not provide detailed instructions of how standards-based strategies and language sensitive content is addressed. There is no evidence that ESOL strategies are incorporated throughout all 5 lessons.	

TaskStream Message to Students

This course requires you to use a TaskStream account for uploading your critical assignment for the Florida Teacher Certification and other School of Education & Human Development purposes. Your TaskStream account will be used in many FIU School of Education & Human Development courses. It also offers you storage space and web folio development for your professional use.

School of Education & Human Development website at <http://education.fiu.edu/taskstream> provides detailed information and downloadable instructions about:

- How to purchase a new account
- How to enroll into the program/course
- How to upload your artifact
- How to document your field hours
- Frequently asked questions (FAQs – including, pricing, technical related issues, help information, etc.)

Once you have a TaskStream account, you will need to self-enroll in an assessment program that houses this course. You will be given a program code to self-enroll for this course at a later date. When you receive it, the code must be entered in ALL CAPS and with no spaces.

Please sign up for an account in the first week of the class.

For help, go to:

- TaskStream
1-800-311-5656
help@taskstream.com
(Monday – Thursday, 8:00 am – 11:00 pm ET, Friday, 8:00 am – 7:00 pm ET)
- SEHD TaskStream Office, ECS 467
<http://education.fiu.edu/taskstream/>
tstream@fiu.edu
305-348-3655

If you do not upload your Critical Tasks to TaskStream and pass all competencies in each critical task, you will not pass this class.

University Information, Requirements, & Policies:

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the *Student Handbook*.

University's Code of Academic Integrity (Found at: <http://integrity.fiu.edu/>):

FIU is committed to the CORE values:

Responsibility, Truth, Freedom, Respect and Excellence.

It is the *Responsibility* of all students, faculty and administration to conduct all academic and scholarly activities in *Truth* which means the honest *pursuit, generation, dissemination and application of knowledge.*

Freedom of thought and expression allows us to show concern and act on issues related to Academic Integrity with *Respect* for the *diversity and dignity* of all individuals.

Together these core values form the foundation for Academic Integrity at FIU which brings *Excellence in intellectual, personal and operational endeavors.*

FIU Pledge:

As a student of this university:

I will be honest in my academic endeavors.

I will not represent someone else's work as my own.

I will not cheat, nor will I aid in another's cheating.

All students are deemed by the university to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

** This Code of Academic Integrity was adopted by the Student Government Association on November 28, 2001 and reflects the values articulated in the Student Code of Standards.*

Academic Accommodations and Students with Disabilities (found at:

<https://studentaffairs.fiu.edu/get-support/disability-resource-center/faculty-and-staff/index.php>)

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

Academic Misconduct (found at: <http://integrity.fiu.edu/misconducts.html>):

Academic misconduct is defined as the following intentional acts or omissions committed by an FIU student:

- A. **Cheating:** The unauthorized use of books, notes, aids, electronic sources; or unauthorized use of on-line exams, library materials or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers (or on-line examination) or course materials, whether originally authorized or not. Any student helping another cheat may be found guilty of academic misconduct
- B. **Plagiarism:** The deliberate use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is guilty of plagiarism. Any student helping another to plagiarize may be found guilty of academic misconduct

- C. **Misrepresentation:** Intentionally lying to a member of the faculty, staff, administration, or an outside agency to gain academic advantage for oneself or another, or to misrepresent or in other ways interfere with the investigation of a charge of academic misconduct
- D. **Misuse of Computer Services:** The unauthorized use of any computer, computer resource or computer project number, or the alteration or destruction of computerized information or files or unauthorized appropriation of another's program(s)
- E. **Bribery:** The offering of money or any item or service to a member of the faculty, staff, administration or any other person in order to commit academic misconduct
- F. **Conspiracy and Collusion:** The planning or acting with one or more fellow students, any member of the faculty, staff or administration, or any other person to commit any form of academic misconduct together
- G. **Falsification of Records:** The tampering with, or altering in any way any academic record used or maintained by the University
- H. **Academic Dishonesty:** In general, by any act or omission not specifically mentioned above and which is outside the customary scope of preparing and completing academic assignments and/or contrary to the above stated policies concerning academic integrity

Charges of Academic Misconduct may be brought against a student (hereafter Charged Student) by a faculty member, a chair, or a dean (hereafter Complainant). Charges may be filed by the aforementioned persons on behalf of a staff person, another student, or a person not affiliated with the University, who reasonably believes that a student has committed academic misconduct.

The Complainant, who suspects academic misconduct, must meet with the student in order to inform him/her of the allegation(s), to provide any evidence, and to allow the student to respond, before either entering into an Informal Resolution, as described below, or filing the Complaint Form Alleging Academic Misconduct with the Faculty Fellow for Academic Integrity.

- [Undergraduate Academic Misconduct Policy \(Compliance\)](#)
- [Graduate Academic Misconduct Policy \(Compliance\)](#)
- [Academic Misconduct Procedures Flowchart](#)

These policies and procedures apply to both Undergraduate and Graduate students.

To view the full university policy, guidelines, and procedures for academic misconduct, please [refer to the Student Handbook](#)

Panthers Care and CAPS Services:

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you, for the classmate's well-being or yours; you are encouraged to share your concerns with FIU's Panthers Care website: <http://PanthersCare.fiu.edu/>.

Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Learn more about CAPS at caps.fiu.edu Professional counselors are available for same-day appointments. Don't wait to call 305-348-2277 to set up a time to talk or visit the online [self-help portal](#).

Observance of Religious Holidays (Found at <https://policies.fiu.edu/policy/814>):

It is university policy that instructors reasonably accommodate students because of observation of religious holy days. The student shall be given a reasonable amount of time to complete coursework and/or assignments missed during their approved absence. The approved make-up assignment must be equivalent in content, type, and grading scale to the missed coursework and/or assignment.

A student who desires to be excused from class to observe a holy day of his or her religious faith should notify all of his or her instructors preferably upon receipt or access to the syllabus, and no later than two weeks before the religious holy day. If a student feels that an instructor has not complied with this policy, he/she may file a complaint of discrimination with the Office of Equal Opportunity Program and Diversity in accordance with FIU Regulation 105.

Title IX (Excerpted from <https://diversity.fiu.edu/services-view/title-ix/>)

Florida International University (FIU) complies with Title IX not just because it is the law, but because it is the right thing to do. FIU strives to create and maintain an education and employment environment that is fair and equitable to each member of the University community.

FIU is committed to the safety and well-being of all members of the university community, and encourages anyone who experiences or witnesses discrimination, harassment or sexual misconduct in connection with academic, educational, extracurricular, athletic, and other programs of the school to report the incident, whether it takes place on or off campus. At FIU, such behaviors are not tolerated and are prohibited both by law and by University policy.

The Title IX Coordinator provides advice and oversight on policies, preventive educational programs, resources and services required under Title IX, and in addition, oversees all complaints of sexual harassment and sexual violence, as well as identifies and addresses any patterns or systematic problems that arise during the review of complaints.

Student Conduct & Conflict Resolution

The Student Code of Conduct, Harassment and Discrimination Complaint Form can be found at conduct.fiu.edu

Equal Opportunity Programs and Diversity

The EOPD Discrimination Complaint Form can be found at hr.fiu.edu

Reporting Discrimination, Harassment and Sexual Misconduct

FIU is committed to providing a campus climate free from illegal discrimination and/or harassment. Anyone within our campus community that has witnessed or experienced sexual harassment, discrimination, or any form of sexual violence can speak with any of the following Title IX coordinators.

The Title IX and Equal Opportunity Coordinator oversees all discrimination, harassment and sexual misconduct complaints made by employees, students and visitors. The Vice-President of Human Resources has designated Shirlyon McWhorter, Director of Equal Opportunity Programs and Diversity, as the Title IX Coordinator.

How do I file a Title IX complaint?

You may file a complaint with one of the Title IX coordinators listed below. Alternatively, you may file an anonymous complaint using our Ethical Panther Reporting Line, Convercent by calling 844-312-5358 or online at <https://compliance.fiu.edu/hotline.html>

Shirlyon McWhorter
Title IX Coordinator
Director, Equal Opportunity Programs and Diversity
PC321 Phone: (305) 348-1509
E-Mail: eopd@fiu.edu

For reports or inquiries of gender inequity or gender-based misconduct concerning faculty, staff, and outside contractors, visitors or vendors

Kristen Kawczynski
Deputy Title IX Coordinator
Director, Student Conduct and Conflict Resolution
GC311A Phone: (305) 348-3939
E-Mail: kristin.kawczynski@fiu.edu

For reports or inquiries of gender inequity or gender-based misconduct concerning students

Julie Berg
Deputy Title IX Coordinator
Senior Associate Athletic Director
USCBA 202A Phone: (305) 348-2352
Email: julie.berg-Mc_Graw@fiu.edu

For reports or inquiries of gender inequity or gender-based misconduct involving athletics
To file a written complaint of discrimination or harassment complete the Discrimination Complaint Form at hr.fiu.edu. You may email, fax, mail or hand-deliver it to the Title IX/ EO Coordinator.

"STAYING SAFE AND HEALTHY"

In collaboration with the Health, Safety, and Welfare Committee of the FIU Faculty Senate and the Healthy Panthers Council, the Provost encourages each faculty and student to take a proactive role in their safety, personal health, and well-being.

Through viewing the "Staying Safe and Healthy" video series, you will learn:

- How to respond to an active shooter situation
- Care of an unconscious person
- Care of the bleeding person
- Panther's Care Initiative
- How to enhance your personal health and well being

These 3-5 minute videos and related resources can be found for:

- On Campus Students in the Student Starter Kit in Canvas
- 2.0 Fully Online Students in Panther Den in Canvas
- Faculty in the Faculty Starter Kit in Canvas

This video series and related resources can make a difference in promoting the safety and protecting the health of all members of the FIU community. These resources are available any time you have a few minutes to watch them and you can refresh your memory about their content at any point in time. STAYING SAFE AND HEALTHY requires the commitment of each of us as Panthers.

Additional Helpful Information:

Please view the Enrollment Services Calendar at:

https://onestop.fiu.edu/Enrollment_Services_Calendar/index.html

A Note of Thanks and Acknowledgement:

This syllabus is inspired by and/or adapted from the work of many scholars, teachers, and citizens who work tirelessly to advance social studies, elementary education, and/or education in broad terms. Thank you to the following individuals who contributed ideas, inspiration, activities, lesson plans, and/or other suggestions to me, including Dr. Sarah A. Mathews, Jose M. Pombo, Dr. Sarah B. Shear, Dr. Andrea M. Hawkman, Dr. Jennice McCafferty-Wright, Dr. Ryan Knowles, Dr. Antonio J. Castro, Dr. LaGarrett King, Dr. Candace Kuby, Dr. Andrew Kahn, Dr. Amy Ruopp, and countless other scholars, teachers, and citizens whose work I have read, listened to, and/or experienced. Thank you for your contributions to my development as a teacher and scholar broadly and especially in the creation of this syllabus and course plan.

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Course Calendar:

Week #	Date	Reading(s) [Read before class]	Learning Engagement(s)/ Assignment(s) [Due in class, unless otherwise noted]
1	1/8		<ul style="list-style-type: none"> • Bring a printed or electronic version of the syllabus to class • Bring in 1-2 memories of your experience(s) with social studies (especially in elementary school) to informally share with classmates and instructor • Bring a printed or electronic copy of NCSS's <i>Powerful, Purposeful Pedagogy in Elementary School Social Studies</i> found at: https://www.socialstudies.org/positions/powerfulandpurposeful
2	1/15	<ul style="list-style-type: none"> • Introduction and Chapter 1: Takaki, R. (2012). <i>A Different Mirror for Young People: A History of Multicultural America</i>. New York: Triangle Square. • Chapter 1: Agarwal-Rangnath, R. (2013). <i>Social studies, literacy, and social justice in the common core classroom: A guide for teachers</i>. New York: Teachers College, 1-12. • Picower, B. (2012). Using their words: Six elements of social justice curriculum design for the elementary classroom. <i>International Journal of Multicultural Education</i>, 14(1), 1-17. 	<ul style="list-style-type: none"> • Reading Response Due Monday by 11:59pm • Getting to Know You Form Due (printed copy)
3	1/22	<ul style="list-style-type: none"> • Critical Task #1: Textbook Analysis Assignment Description (p. 13-21 of syllabus) • Familiarize yourself with Social Studies CPALMS website: http://www.cpalms.org/Public/ • Bowen, Ryan S., (2017). <i>Understanding by Design</i>. Vanderbilt University Center for Teaching. Retrieved from https://cft.vanderbilt.edu/understanding-by-design/ <ul style="list-style-type: none"> ○ Also click on "Stage One," "Stage Two," and "Stage Three" to expand and read ○ Optional: Watch the video on the website • Preview ArtsLiteracy Project's "Handbook", found at: http://www.artslit.org/handbook.php 	
4	1/29	<ul style="list-style-type: none"> • Critical Task #3: Unit Plan Description (p. 28-35 in syllabus) • Chapter 2: Agarwal-Rangnath, R. (2013). <i>Social studies, literacy, and social justice in the common core classroom: A guide for teachers</i>. New York: Teachers College, 13-37. • Bickford, J.H. (2013). Initiating historical thinking in elementary schools. <i>Social Studies Research and Practice</i>, 8(3), 61-77. 	<ul style="list-style-type: none"> • Reading Response Due Monday by 11:59pm • Critical Task #1: Textbook Analysis Part 1 (History) Due on Canvas

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5	2/5	<ul style="list-style-type: none"> • Chapter 3: Agarwal-Rangnath, R. (2013). <i>Social studies, literacy, and social justice in the common core classroom: A guide for teachers</i>. New York: Teachers College, 38-75. • Chapter 1: Loewen, J.W. (2007). <i>Lies my teacher told me: Everything your American history textbook got wrong</i>. New York: Simon & Schuster. • Dunley Morin, K. & Oestreicher Bernheim, R. (2005). Who Can Be a Hero? Helen Keller, Annie Sullivan, and Discovering Strength of Character. <i>Social Studies and the Young Learner, 17</i>(4), 17-30. 	<ul style="list-style-type: none"> • Reading Response Due Monday by 11:59pm • Critical Task #3: Unit Plan Check Point 1 - Choose Essential Question. Major topic(s) of unit plan, & final assessment (printed copy and on Canvas)
6	2/12	<ul style="list-style-type: none"> • Critical Task #2: Field Experience Activity (p. 22-27 in syllabus) • Chapter 4: Agarwal-Rangnath, R. (2013). <i>Social studies, literacy, and social justice in the common core classroom: A guide for teachers</i>. New York: Teachers College, 76-99. • Tschida, C.M. & Brown Buchanan, L. (2017). What makes a family? Sharing multiple perspectives through an inclusive text set. <i>Social Studies and the Young Learner, 30</i>(2), 3-7. • Teaching Tolerance's <i>Addressing the December Dilemma</i>. Retrieved from: https://www.tolerance.org/sites/default/files/general/December%20Dilemma%20Webinar%20After%20the%20Session%20Pack%2012.4.13.pdf 	<ul style="list-style-type: none"> • Reading Response Due Monday by 11:59pm
7	2/19	<ul style="list-style-type: none"> • Chapters 3, 5, & 13: Takaki, R. (2012). <i>A Different Mirror for Young People: A History of Multicultural America</i>. New York: Triangle Square. • Smith, W.L. (2014). Not Stopping at First: Racial Literacy and the Teaching of Barack Obama. <i>Multicultural Perspectives, 16</i>(2), 65-71. • Teaching Tolerance (2014, February 10). <i>Do's and Don'ts of Teaching Black History</i>. Retrieved from: https://www.tolerance.org/magazine/dos-and-donts-of-teaching-black-history 	<ul style="list-style-type: none"> • Reading Response Due Monday by 11:59pm

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8	2/26	<ul style="list-style-type: none"> • Chapters 2, 4, & 9: Takaki, R. (2012). <i>A Different Mirror for Young People: A History of Multicultural America</i>. New York: Triangle Square. • Golden, M. (2006). Pocahontas: Comparing the Disney image with historical evidence. <i>Social Studies and the Young Learner</i>, 18(4), pp. 19-23. • Reese, D. (2013, November 22). Taylor (5th grader): "Do you mean all those Thanksgiving worksheets we had to color every year with all those smiling Indians were wrong? <i>American Indians in Children's Literature</i>. Retrieved from: https://americanindiansinchildrensliterature.blogspot.com/2013/11/taylor-5th-grader-do-you-mean-all-those.html • Dorris, M. (n.d.). Why I'm Not Thankful for Thanksgiving. <i>Rethinking Schools</i>. Retrieved from: https://www.rethinkingschools.org/static/publication/rcpm/RPCMflyer4web.pdf <p>Preview these resources for teaching:</p> <ul style="list-style-type: none"> • Reese, D. (2007, November 13). Good books about Thanksgiving. <i>American Indians in Children's Literature</i>. Retrieved from: https://americanindiansinchildrensliterature.blogspot.com/2007/11/good-books-about-thanksgiving.html • Oyate. (2017). Resources: How to tell the difference. <i>Oyate</i>. Retrieved from: http://www.oyate.org/index.php/resources/41-resources/how-to-tell-the-difference • Oyate. (2017). Resources: Oyate's additional criteria. <i>Oyate</i>. Retrieved from: http://www.oyate.org/index.php/resources/42-resources/oyate-s-additional-criteria 	<ul style="list-style-type: none"> • Reading Response Due Monday by 11:59pm • Critical Task #3: Unit Plan Check Point 2 - Resource Gathering Assignment (uploaded to Google Drive)
9	3/5	<ul style="list-style-type: none"> • Chapters 5 & 6: Agarwal-Rangnath, R. (2013). <i>Social studies, literacy, and social justice in the common core classroom: A guide for teachers</i>. New York: Teachers College, p. 100-138. • Chapter 17: Takaki, R. (2012). <i>A Different Mirror for Young People: A History of Multicultural America</i>. New York: Triangle Square. • Read for book (Im)migration Jigsaw Activity (group readings assigned in previous class): <ul style="list-style-type: none"> ○ Takaki, 6, 7, 8, 10, 11, 12, 14, 15, 16, ○ Chipparone, P. (2014). Reading <i>Pancho Rabbit and the Coyote</i>: An allegory of immigration sparks rich discussion. <i>Social Studies and the Young Learner</i>, 27(2), 9-13. 	<ul style="list-style-type: none"> • Reading Response Due Monday by 11:59pm • Mid-Semester Self-Reflection Due (printed copy and on Canvas) • Critical Task #2: Field Experience Activity Check Point 1 (printed copy and on Canvas)
10	3/12	NO CLASS—Spring Break	

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11	3/19	<ul style="list-style-type: none"> • Everyone Read: <ul style="list-style-type: none"> ○ Nagel, P. (2008). Geography: The essential skill for the 21st century. <i>Social Education</i>, 72(7), 354-358. • Geography Readings (Jigsaw- each group will read one; assigned in previous class) <ul style="list-style-type: none"> ○ Kenyon, E., Coffey, C., & Kroeger, J. (2016). "Hey, I've been there!" Using the familiar to teach world geography in kindergarten. <i>Social Studies and the Young Learner</i>, 29(2) 4-7. ○ Jorgenson, S., Howard, S., Welch, B.T. (2018). A trip to the boiler room: An experiential approach to human geography in kindergarten. <i>Social Studies and the Young Learner</i>, 30(4), 4-11. ○ Ho, L-C. & Seow, T. (2013). Teaching geography through "Chinatowns": Global connections and local spaces. <i>Social Education</i>, 77(1), 36-41. ○ Fantozzi, V.B., Cottino, E., & Gennarelli, C. (2013). Mapping their place: Preschoolers explore space, place, and literacy. <i>Social Studies and the Young Learner</i>, 26(1), 5-10. ○ Moran, P.W., Miller, K., Witte, G. (2015). Paper bag city: Exploring geography and economics in the primary grades. <i>Social Studies and the Young Learner</i>, 28(1), 20-23. 	<ul style="list-style-type: none"> • Reading Response Due Monday by 11:59pm • Critical Task #3 Check Point 3 - Unit Plan Outline (printed copy and on Canvas)
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12	3/26	<ul style="list-style-type: none"> • Everyone Read: <ul style="list-style-type: none"> ○ Westheimer, J. (2009). Should social studies be patriotic? <i>Social Education, 73</i>(7), 316-320. ○ Chu, J. & Couper, D.P. (2003). The flag and freedom. <i>Social Education, 67</i>(6), 327-331. • Civics Readings (Jigsaw- each group will read one; assigned in previous class) <ul style="list-style-type: none"> ○ Serriere, S, Mitra, D. & Cody, J. (2010). Young citizens take action for better school lunches, <i>Social Studies and the Young Learner, 23</i>(2), 4-8. ○ Sider, K. (2010). Through children’s eyes. <i>Social Studies and the Young Learner, 23</i>(2), 13-17. ○ Cipparone, P. & Cohen, A.K. (2015). Action civics in fourth grade: Tackling school- and community-based issues. <i>Social Studies and the Young Learner, 27</i>(4), 11-15. ○ Adams, E. (2015). Civics at the grocery store: A field trip of awareness and agency. <i>Social Studies and the Young Learner, 27</i>(4), 16-18. ○ Brugar, K.A. (2015). Children as civics agents during the Civil Rights Movement. <i>Social Studies and the Young Learner, 27</i>(4), 5-10. 	<ul style="list-style-type: none"> • Reading Response Due Monday by 11:59pm • Critical Task #1: Textbook Analysis Part 2 (Geography) Due on Canvas • Critical Task #2: Field Experience Due printed copy, on Canvas, and on TaskStream • Field Hours (Attendance Log) Due in Class printed copy
13	4/2	<ul style="list-style-type: none"> • Everyone Read: <ul style="list-style-type: none"> ○ Meszaros, B.T., & Evans, S. (2010). It’s never too early: Why economics education in the elementary classroom. <i>Social Studies and the Young Learner, 22</i>(3), 4-7. • Economics Readings (Jigsaw- each group will read one; assigned in previous class) <ul style="list-style-type: none"> ○ Rogovin, P. (2011). First graders research stuffed animals and learn about their world. <i>Social Studies and the Young Learner, 24</i>(1), 19-23. ○ Moore, T. (2010). The entrepreneur fair: Creating fifth grade student business. <i>Social Studies and the Young Learner, 22</i>(3), 8-13. ○ Hill, A.T. (2010). Money matters for the young learner. <i>Social Studies and the Young Learner, 22</i>(3), 25-31. ○ Suiter, M.C. & Mabry, L. (2010). The Federal Reserve and the elementary classroom. <i>Social Studies and the Young Learner, 22</i>(3), 17-20. ○ Gallagher, S. & Hodges, S. (2010). Let’s teach students to prioritize: Reconsidering wants and needs. <i>Social Studies and the Young Learner, 22</i>(3), 14-16. 	<ul style="list-style-type: none"> • Reading Response Due Monday by 11:59pm • Critical Task #1: Textbook Analysis Part 3 (Government & Civics) Due on Canvas

SSE 4312 Content and Methods of Teaching Elementary Social Studies
Spring 2019

14	4/9	<p>WORK DAY, no meeting in person, but meet with your group this week to put the finishing touches on your Critical Task #3: Unit Plan (course final)</p>	<ul style="list-style-type: none"> Critical Task #1: Textbook Analysis Part 4 (Economics) Due on Canvas by 11:59pm
15	4/16	<ul style="list-style-type: none"> Teaching Tolerance. (n.d.). <i>Religious Holidays</i>. Retrieved from: https://www.tolerance.org/professional-development/religious-holidays Fredrikson, A. (2015, September 22). Should public schools close for Muslim holidays? <i>The Christian Science Monitor</i>. Retrieved from: https://www.csmonitor.com/USA/USA-Update/2015/0922/Should-public-schools-close-for-Muslim-holidays Abu El-Hajj, T. (2008). Arab visibility and invisibility. In M. Pollock (Ed.). <i>Everyday antiracism: Getting real about race in school</i> (pp. 174-179). New York: The New Press. Hofman, S. (2012, May 5). Rethinking Cinco de Mayo. <i>Zinn Education Project</i>. Retrieved from: https://www.zinnedproject.org/if-we-knew-our-history/rethinking-cinco-de-mayo/ <p>Preview these resources for learning about religious holidays:</p> <ul style="list-style-type: none"> Diversity Awareness Partnership's <i>2018-2019 18-month interfaith calendar</i>. Retrieved from: http://dapinclusive.org/wp-content/uploads/2018/03/Interfaith-Calendar_march5.pdf Harvard University's Pluralism Project's <i>Religious Calendar</i>: http://pluralism.org/religions/religious-calendar/ BBC's archived <i>Religions</i> page: http://www.bbc.co.uk/religion/religions/ 	<ul style="list-style-type: none"> Reading Response Due Monday by 11:59pm End-of-Semester Self-Reflection Due (printed copy and on Canvas) Final, complete Critical Task #1: Textbook Analysis Due on Canvas & TaskStream
16	4/23 Final Exam Time: 5-7pm ZEB 147		<ul style="list-style-type: none"> Unit Plan Due, printed copy, on Canvas, and on TaskStream Self and Peer Evaluation Due (printed copy and on Canvas)