Course: SSE 4313: Teaching Elementary (K-6) Social Studies  
Wednesday: 6:00 p.m. – 8:50 p.m.  
Room: A214

Instructor: Jennifer L. Groendal, Ph.D.  
groendal@coedu.usf.edu

Office Hours: Appointments can be arranged by E-mail and will be set-up before or after class.

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Course Description: This course is designed to study the techniques and strategies employed by social studies teachers that are effective in motivating elementary school aged youth to acquire the information, skills, and modes of reasoning unique to the social sciences. Students are expected to plan and present instructional plan(s) demonstrating use of various methods, techniques, and materials that achieve concrete outcomes. Theoretical foundations of social studies are also studied.

Course Objectives:  
Upon completing the course, students will demonstrate the ability to:

- Understand the goals, rationale, and purposes of social studies education;
- Acquire key concepts and terms of social studies education through readings, observations, and class participation;
- Plan and deliver effective instruction, incorporating appropriate grade level content, which focuses upon significant learning outcomes linked to the Florida Sunshine State Standards and the National Council for the Social Studies Standards Download the following: Sunshine State Standards for K-5. Obtain these at: http://www.floridastandards.org/Downloads.aspx. Scroll down to Social Studies, Benchmarks & Access Points (w/out remarks). It will be in a word document. You do not have to print the standards, just have them on file. In addition obtain the NCSS Themes: http://downloads.ncss.org/NCSSTeacherStandardsVol1-rev2004.pdf. You do not have to print the themes, just have them on file.
- Explore instructional strategies to detect and avoid bias in social studies classrooms and materials while promoting an inclusive and multicultural perspective;
• Acquire critical thinking and reflective inquiry skills that help identify and evaluate current trends in the development of social studies curriculum;
• Employ technology appropriate to the teaching field.

Required Course Materials: (There is not a required textbook for this course).

A. Occasional outside readings and class handouts will be assigned.
B. Children’s books of your choosing from NCSS Notable Trade Book List for integration of Social Studies and literacy education. You will find these at: http://www.socialstudies.org/notable
C. Standard elementary textbooks and teaching materials for social studies, math, science, and language arts.

Suggested Course materials:
• Access to a local newspaper.
• Access to a national newspaper (e.g., USA Today, Washington Post, New York Times national edition).

Accommodations:

ADA Statement:
The College of Education shares the University’s commitment to eliminating barriers to the education of all students accepted and enrolled in our program and courses. Therefore, students who need special accommodations due to any disability that may affect the learning process should provide documentation for any services/accommodations that are needed by the first two weeks of class to discuss your specific needs and what we can do to accommodate them.

Religious Observances:
Students, who seek to be absent under the University Policy on Religious Observances, must give notice at the first class meeting by providing the professor with a date and name of the observance.

Program Standards:
This course is part of a process to join a profession. All professional degrees (as opposed to liberal arts degrees) share the common attributes of knowing what to do and being able to do it (praxis). The State of Florida has established the “Accomplished Practices” (Go to http://www.fldoe.org/dpe/publications/preprofessional4-99.pdf) as the standard for initial certification and which requires students to affirmatively demonstrate:

A. Competency in Pedagogical and Content Knowledge You will be expected to demonstrate content and pedagogical knowledge through a combination of objective and subjective assessments by:
   1. Demonstrating a command of terminology, concepts, facts, applications and major theories for both social sciences content and social science education pedagogy through class participation, reflective papers, lesson plans, etc., and
   2. Completing projects, tasks, assignments, etc. that demonstrate an ability to apply pedagogical knowledge to content knowledge.
B. A **Professional Disposition.** You will be expected to demonstrate the dispositions appropriate to the profession based on in-class and out-of-class behaviors and interactions with the instructor and fellow students. These behaviors and interactions will be based primarily on the subjective assessment of the instructor. They must be consistent with the democratic beliefs and ethical conduct espoused in the NCSS code of Ethics for the Social Science Education Profession at [http://www.socialstudies.org/position/ethics](http://www.socialstudies.org/position/ethics) and Florida Code of Ethics [http://www.fldoe.org/edstandards/code_of_ethics.asp](http://www.fldoe.org/edstandards/code_of_ethics.asp) and consistent with the ability to perform the duties of a practicing teacher based on such criteria as:

1. Attendance  
2. Self-initiative  
3. Participation  
4. Punctuality  
5. Following Directions  
6. Self-sufficiency  
7. Organization skills  
8. Positive Attitude  
9. Timely Submission of Assignments  

*It is the student’s responsibility to take those affirmative steps to demonstrate to the satisfaction of the professor that their disposition is appropriate to the profession.*

**Professional Disposition points are assigned at the end of the course.**

**Student Assessment:**

**Employability Skills**

Students are expected to exhibit a high level of professionalism in their conduct during the course. They must clearly demonstrate a high degree of likelihood that they will be excellent teachers. The employability skills for this course are:

**Professional Standards.** Because this course is part of a professional preparation program, students are expected to adhere to the highest standards of ethical and professional behavior. We expect students will cooperate with one another and with the instructor (whomever it might be), that they will contribute to group discussions and projects, and that they will represent their own work fairly and honestly. Class members will treat one another and the instructor respectfully and with courtesy. Racism, sexism, and other forms of intolerance are inappropriate in a just, democratic society and especially in a discipline devoted to the preservation and expansion of human rights and opportunities to all people.

It is also essential that during any school placement or visit, they conduct themselves in a matter befitting an adult mentor and role-model for school children. Under university and college policies, a breach in professional standards constitutes grounds for disciplinary action, including suspension or expulsion from the program. If you have any questions about the propriety of an action, please do not hesitate to discuss it with the instructor.

1. **Students, who are disruptive**, distracting, inattentive, chatting during lectures, or doing other work in class will, at the discretion of the instructor, be asked to leave class and/or will have their grade adjusted.

2. **Students who are unable to demonstrate** completion of reading assignments by class participation, at the discretion of the instructor, may have their grade adjusted downward.

3. **Students who are particularly attentive**, thoughtful, and active in the class, at the discretion of the instructor, may have their grade adjusted upward.
Attendance. The learning experience for this course is dependent on student’s attendance and participation at each class. The loss of points based on missed or partially attended classes is intended to reflect the content that was missed by the student that was presented in the class that day. The instructor will distribute an attendance sheet to be signed during all class sessions. It is your responsibility to ensure that you have signed in your name before the end of the class session. The instructor must be notified in advance of any intended absences (religious observances, family event, etc.) or as soon as possible in the case of unavoidable illness, childcare or transportation problems, or other unforeseen crises.

* 25 points are lost from the total points earned for each absence.
* Points are also lost in this category by students for leaving class early, tardiness, and inattentive, unproductive, and disruptive behavior.

**If a student misses a class, it is the student’s responsibility to secure from other students the information missed or material distributed.**

Attitude and Class Participation. Students are expected to conduct themselves as professionals and this extends to positively influencing the classroom environment. Students may earn points by perfect attendance and vigorous and meaningful participation in the class, and reflective, professional conduct. Points may be deducted from the professional disposition component if the student comes to class late, leaves early, or are absent; rarely contributes ideas; or doing work not related to the class.

**Just attending and observing will not earn a passing grade in the professional disposition component of the points earned.**

Assignments. Assignments must be submitted on time on the date indicated on the “Course Outline.” All work must be typed. Please use APA 6th edition style. Assignments turned in late will be lowered by one letter grade. If a student is absent on a day an assignment is due, the assignment must be emailed the day it is due. A hard copy must be turned in next class meeting. Students should keep all returned documents until final grades are received should there be a discrepancy in record keeping.

Any on-time assignments may be re-done, based on feedback from the instructor, or in order to earn a higher grade. Late work will be accepted only in “as is” condition, and will result in a lowered grade. It cannot be redone. Because of the nature of the final showcase of local history projects, these must be submitted on time and you must be present on the date of the showcase. In accordance with the University policy, I grades are given only in extraordinary circumstances. I grades must be requested, in writing, prior to the third from the last week of class. The request must outline the extraordinary circumstances upon which the request is based. All grades will be based on the work submitted as of the last class meeting.

Peer Review. The instructor should never be the first one to read your work. All assignments must be reviewed by a peer reviewer before submission. The reviewer’s name must appear on the assignment.

Honor Policy

Plagiarism means presenting work done (in whole or in part) by someone else as if it were one’s own. Students who plagiarize will be removed from class, given an FF grade and reported to University authorities for further disciplinary actions. Citing sources for ideas can be a part of every submission, but the ideas must be transformed into your original work. Former or current students or their assignments may not be used as a source.
**Exclusive Work Products.** In many courses students are encouraged to work together in the development of individual projects. In this class, that is not the case.

1) Students are not to request or use information from students enrolled in this course (past or present) or their assignments, and

2) Students enrolled in this course are not to provide assistance to current or future students about assignments in this course.

Each Assignment should be considered a take home test. Any conduct that would be inappropriate and unethical during a test in class (getting answers from other students, copying other student’s answers, rephrasing other student’s answers, etc.) would be inappropriate for the assignments in this course. Each student is to do his or her own work in this course based on his or her own intellectual ability, unless specifically stated to the contrary in the syllabus or by the professor. It is considered cheating in this course if your assignments are completed with the assistance of others, unless otherwise specified. Students who do not abide by this Honor Policy will be removed from class and given an FF grade.

**Attending every class is the best way to know what is expected for your assignments and to have all your questions answered about the assignments.**

**Critical Tasks:** Assignments designated as Critical Tasks must receive a passing grade in order to pass the course. If you turn in an assignment that receives an unsatisfactory grade, you will be required to redo the assignment. Your initial grade on the assignment will be used to compute your final grade for the course. **There are no critical tasks with this course.**

**TaskStream** is a web-based electronic portfolio required of all students in College of Education (COE) programs. TaskStream enables students to build media-rich online portfolios showcasing learning achievements, which can be shared with peers, instructors, parents, and employers. Further, it provides a way to submit documents, called Critical Tasks, to instructors for feedback and assessment. The COE uses these assessments to evaluate candidate progress toward meeting standards set by the Florida Department of Education, by the faculty, and by professional organizations. Further, the COE analyzes data from the assessments and uses the data for program planning in order to ensure continuous improvement.

**Essential Assignments:** These are assignments that have been aligned with one or more FLDOE curriculum requirements, i.e., ESOL standards, Reading Competencies, or Florida Teacher Competencies/Skills.

**Coursework:**

**Evaluation:** Evaluation will be based on projects and assignments, which will be completed throughout the course. These consist of (1) weekly class-based assignments, reflection papers and participation, (2) a History Through the Eyes of a Child project, (3) Social Studies & Literature Interdisciplinary Reflection Paper, (4) four social studies lesson plans, and (5) a local studies/history project and presentation:
(1) Weekly Assignments and Professional Disposition. (100 points).
Because this class attempts to model the instructional practices most effective in schools, class work is particularly important. Each week, there will be an in-class task (group or individual), which can be completed during the session or, in some cases, prior to the next class meeting, e.g. Reading Assignment. All of these are considered assignments and will be included in the final assessment and grading. Also, students will be awarded points for thoughtful, informed class participation. Included in these expectations is that students will exhibit respect, consideration and a cooperative attitude. Attendance and promptness are also expectations for this class and will be included in this assessment.

(2) History Through a Child’s Eyes Paper/Report. (100 points).
Following the directions on the hand-out, all students will prepare an essay reporting the results of interviews with two children regarding their perceptions of history and public affairs. Please use APA 6th edition style. (The History Through Child’s Eyes assignment will be explained in greater detail in class with an additional handout).

(3) Social Studies & Literature Interdisciplinary Reflection Paper. (Essential Assignment) (50 points).
Choose and read a work of elementary literature from the NCSS Notable Trade Book List (http://www.socialstudies.org/notable) that can be utilized in a social studies lesson. Then, write a brief review of the book, appropriate grade level, SSS and NCSS Standards, its strengths and weaknesses, and explain whether or not you would recommend it for inclusion in a social studies class (1-2 pages). Next, provide and explain 10 strategies on how you would incorporate this book using an interdisciplinary approach in a social studies class. (1-2 pages). (Be prepared to share your book and ideas with the class with a small presentation).

(4) Social Studies Lesson Plans. (Essential Assignment)
(200 points- 50 points for each lesson plan).
You will be creating four well-developed lesson plans, covering the following topics: Economics, Government, Geography, and History (the History lesson plan will be part of the Local History Project on Florida History). These lesson plans must be directly linked to the Sunshine Standards, exhibit developmental appropriateness for the grade, and illustrate planned differentiation strategies for ESOL students. The lessons must link social studies to other core learning in the elementary school, e.g., Ideas and Technology, World History of Art & Literature, World and/or U.S. Geography, Geography Skills and Concepts.

Each lesson plan must also incorporate at least one of the following skills: critical thinking, maps, analytical/graphical image, time and chronology, research skills, reading skills, writing skills, and computational skills. In the activity set, you must demonstrate one these approaches: inquiry, cooperative learning, and technology utilization by students.

The lesson plan must include an additional Resource Guide that covers at least 5 additional resources. These resources would be used to add to the lesson plan or enrich the lesson plan that a teacher could use as extension activities. These resources must be annotated so that other teachers know how it might be useful to them (1-3 sentences). Your resource guide may contain books, websites, instructional kits...anything you believe will be useful addition to the lesson plan.

Each lesson plan must include a rubric that reflects an assignment/activity from your lesson. (The lesson plan assignment will be explained in greater detail in class with an additional handout).
(5) Local Studies/History Project. (50 points for the instructional tool). (Essential Assignment)

This assignment is designed to acquaint you with the practice of using local resources for teaching social studies. Students will produce four products – (1) a lesson plan, (2) a history report, (3) interactive teaching tool of some sort (a big book, museum display, website, hypermedia stack, board game, or children’s story, etc.) which is to be presented on the last day of class, and (4) You must also include a self-assessment of the project, including your judgment of its quality and what you learned by doing it. Be specific in your critique and describe what you would do differently next time. Please bring a self-addressed & stamped envelope to the last class for returned assignments.

(The local studies history project assignment will be explained in greater detail in class with an additional handout).
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<td>08/25/14</td>
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| 09/15/14 | Organizing Instruction in Elementary Social Studies; Sunshine State Standards/ Benchmarks; NCSS Themes; Lesson Planning; Writing Performance Objectives; and Assessment Strategies | Reading Assignment #1  
Reflection Paper Due  
(NCSS Mission Statement)  
*Article On Blackboard |
| 09/22/14 | Literacy Strategies in Elementary in the Social Studies              | Selection of Trade Book Due                                                     |
| 09/29/14 | Debrief “History Through Eyes of Child”                               | History Thru Eyes Of Child Report Due                                           |
| 10/06/14 | Teaching Geography Skills and Concepts in the Elementary Classroom    | Reading Assignment #2  
Reflection Paper Due  
(“The Excitement of Geography”)  
*Article On Blackboard |
| 10/13/14 | Economics & Government/Citizenship Education in the Elementary Classroom | Geography L.P. Due  
(Essential Assignment)                                                      |
| 10/20/14 | Technology and Active Learning Strategies in the Elementary Classroom |                                                                                  |
| 10/27/14 | **No Class: Research Day**                                           |                                                                                  |
| 11/03/14 | Population Education in the Elementary Classroom                      | Economics L.P. Due  
(Essential Assignment)                                                  |
| 11/10/14 | Infusing Multicultural Education in the Elementary Classroom          | Government L.P. Due  
(Essential Assignment)                                                   |
| 11/17/14 | Infusing Global Education in the Elementary Classroom                | Reading Assignment #3  
Reflection Paper Due  
(“Including Voices from the World Through Global Citizenship Education”)  
*Article On Blackboard |
| 11/24/14 | **No Class: Research Day**                                           |                                                                                  |
| 12/01/14 | Debrief “SS & Lit. Inter. Reflection Paper”; Bias in Instructional Materials | SS & Lit. Inter. Reflection Paper Due  
(Essential Assignment)                                                   |
| 12/08/13 | Project Showcase  
*(Attendance is required)  
Please bring a stamped and self-addressed envelope)                   | Local Studies  
Project Due (includes Florida History Lesson Plan)  
(Essential Assignment)                                                  |
Assignments Due

Reading Assignment #1
(NCSS Mission Statement, “Powerful Purposeful Teaching and Learning in Elementary School Social Studies)
September 15

Book Choice from NCSS Notable Trade Books
For SSE & Literature Interdisciplinary Reflection Paper
(Only Title and Author of book due)
September 22

History Through the Eyes of Child Report
September 29

Reading Assignment #2
(“The Excitement of Geography”)
October 6

Geography Lesson Plan
October 13
(Essential Assignment)

Economic Lesson Plan
November 3
(Essential Assignment)

Government Lesson Plan
November 10
(Essential Assignment)

Reading Assignment #3
(“Including Voices from the World Through Global Citizenship Education”)
November 17

SSE & Literature Interdisciplinary Reflection Paper
This includes a book review & 10 Interdisciplinary Teaching Strategies (see syllabus for more details)
December 1
(Essential Assignment)

Project Showcase
(Includes Florida History Lesson Plan, History Report and Instructional Tool)
December 8
(Essential Assignment)

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