 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Undergraduate Programs	UUPC Approval <u>3-28-22</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Curriculum and Instruction College Education	
Current Course Prefix and Number SSE4150	Current Course Title K-9 Social Studies	
<i>Syllabus must be attached for ANY changes to current course details. See <u>Template</u>. Please consult and list departments that may be affected by the changes; attach documentation.</i>		
Change title to: Change prefix From: To: Change course number From: To: Change credits* From: To: Change grading From: To: Change WAC/Gordon Rule status** Add <input type="checkbox"/> Remove <input type="checkbox"/> Change General Education Requirements*** Add <input type="checkbox"/> Remove <input type="checkbox"/> <small>*Review <u>Provost Memorandum</u></small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See <u>WAC Guidelines</u>.</small> <small>***General Education criteria must be indicated in syllabus and approval attached to this form. See <u>GE Guidelines</u>.</small>	Change description to: Change prerequisites/minimum grades to: Remove SSE 4312 Soc Stds Cont for K-6 Teachers as a prerequisite. Change corequisites to: Change registration controls to: <small>Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).</small>	
Effective Term/Year for Changes: Spring 2023	Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone Dr. Charles Dukes/cdukes@fau.edu/x76588		
Approved by Department Chair <u>Charles Dukes</u> College Curriculum Chair <u>Yash</u> College Dean <u>Angela Benner</u> UUPC Chair <u>Phyllis Williams</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____	Date <u>3/18/2022</u> _____ <u>03/18/2022</u> _____ <u>03/23/2022</u> _____ <u>3-28-22</u> _____ <u>3-28-22</u> _____ _____ _____	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

**Department of Curriculum and Instruction
College of Education**

Spring 2022

Course Title: SSE 4150-003 (16024) K-9 Social Studies

Credits: 3

Mode of Instruction: Online Distance Learning

Prerequisites: LAE 4353, TSL 4080, all with minimum grades of "C"

Meeting Dates and Time: Fully Online (presentations, materials, and other resources will be posted onto Canvas' weekly modules beginning Monday, January 10, 2022 (and each scheduled Monday session thereafter)

Professor: Rina Bousalis, Ph.D.

E-mail: rbousalis@fau.edu (through Canvas or *MyFAU* email systems)

Online Office Hours: Mondays, 10:00 AM to 12:00 PM (preferably through Zoom)

Catalogue Description: Concepts and approaches for teaching social studies in grades K-9.

Course Connection to the College of Education (COE) Conceptual Framework: As reflective decision-makers, students will refine their abilities to make informed decisions, exhibit ethical behavior, and provide evidence of being capable professionals who have mastered the social studies content knowledge necessary to document past, present, and emerging societal development. Students will also create lessons plans that demonstrate respect for the developmental characteristics of young people and needs of ELL (English Language Learners) students, follow the standards for social studies practice, and demonstrate the capability to teach and respect all young people.

Due to the surge in COVID-19 cases and the omicron variant, all students regardless of vaccination status are expected to wear masks while indoors in any FAU facilities, including classrooms and laboratories. Students experiencing flu-like symptoms (fever, cough, shortness of breath) or students who have come in contact with confirmed positive cases of COVID-19 should immediately contact FAU Student Health Services (561-297-3512). Symptomatic students will be asked to leave the classroom to support the safety and protection of the university community. For additional information visit www.fau.edu/coronavirus. In classes with face-to-face components, quarantined students should notify instructor immediately as you will not be able to attend class. The instructor will not be able to offer an online version of the class but will make reasonable efforts to assist students in making up the work.

Counseling and Psychological Services (CAPS)

Center Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and

psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Academic Service-Learning Statement: This course is designated as an “academic service-learning” course. The assistance you provide to the agency/organization during your academic service-learning (AS-L) experience is a service to the community and will allow you to apply knowledge from the course to local, national, and/or global social issues. Throughout this course you will be participating in AS-L activities while demonstrating civic engagement at campus, local, national, and/or global community levels. You will also reflect on your AS-L experience and the impact on the community as well as your professional development. Academic service-learning notation of hours may be posted to your transcript with submission of hours. An Academic Service-Learning Student Survey is required to be taken at the end of your AS-L project. Please visit the Weppner Center for LEAD & Service-Learning website, www.fau.edu/leadandserve, for the survey link and more information on FAU’s Academic Service-Learning program. AS-L Assignment minimum hours: 10.

Assumption of Risk Statement for Student: I understand that there are certain physical risks inherent in every form of service-learning. I understand the risks associated with this Academic Service-Learning assignment. I nonetheless agree to assume those risks so as to gain the benefits from participation in this valuable learning experience. I hereby release the State of Florida, the Board of Trustees, Florida Atlantic University and its agents and employees from any and all liability associated with my participation in this assignment at Florida Atlantic University.

This course was re-designed with the support of an FAU Curriculum Grant Program, to integrate research and inquiry ideas and activities into course assignments and engage students in the process of discovery as part of FAU’s Quality Enhancement Plan (QEP) program: Distinction through Discovery. As part of this course, some of your work samples may be collected to evaluate the effectiveness of the Distinction through Discovery program. For more information about the QEP and the undergraduate research initiative, please visit <http://www.fau.edu/our>

*[Although the textbooks listed below are regularly used for this course, since this is an online course, the instructor will provide you with the information you need. **Therefore, students do not need to purchase the textbooks shown below.**]*

Textbooks:

Zarillo, J. J. (2012). *Teaching elementary social studies: Principles and applications (4th ed.)*. Boston, MA: Pearson.

Fritzer, P. & Brewer, E. (2009). *Social studies content for elementary and middle school teachers (2nd ed.)*. Boston, MA: Allyn & Bacon.

Special Course Requirements

According to the College of Education’s policy, students in this course are required to have an active *LiveText* account to track mastery of programs skills, competencies and critical assignments, and to meet program and college accreditation requirements. To receive a passing grade in this course, you must have a *LiveText* account within the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast-track course. Students who do not have an active *LiveText* account may have an academic hold placed on their records. For information regarding account activation, please go to the COE

website at: <https://www.fau.edu/education/students/livetext/>

Note: In order to pass this course, all critical assignments (edited Article Review and fully completed 10-Day Unit Plan) must be posted onto *LiveText* by 5/2/22 at 5:00 P.M. (assignment due dates may differ; this statement applies to the posting of critical assignments onto *LiveText*). Students retaking this course must produce new work for assignments; any aspect of previous work will not be accepted.

Content Test: (may be given by department – does not count as class grade). This test is administered by the department through Canvas. Test questions are taken from the content standards that form the basis of the social studies FTCE subject area examination.

Audio/Visual Technology: An FAU E-mail and the use of Canvas is required. Go to My FAU to obtain a free FAU email if you do not have one. Please check your FAU and Canvas email regularly for course updates. The use of email and social studies websites will be utilized in this course.

Guidelines used in Developing Course Objectives:

- Association of Childhood Education Institute (ACEI)
- National Council for the Social Studies (NCSS)
- Florida Next Generation Sunshine State Standards-Social Science (NGSSS)
- Florida Subject Matter Competencies and Skills for Social Science Teachers (FSMCS)
- English Speakers of Other Languages (ESOL)/English Language Learners (ELL)
- Florida Educator Accomplished Practices (FEAPS)
- American Psychological Association (APA) Writing Guidelines

Course Objectives & Student Learning Outcomes:

1. Demonstrates comprehension of the purpose, rationale, goals, and content of social studies education.
 - ACEI: 2.4, 2.8, 3.1, 3.2, 3.3, 3.4, 4.0
 - FEAP: B.1.e
 - ESOL: 4.2, 5.4, 6.6, 6.8, 6.10, 8.1-8.5, 12.1-12.4, 13.1, 13.2, 13.3, 13.7, 16.2, 16.3
 - FCMCS: 13.1-13.9,14.1- 14.11,15.1-15.9,16.1- 16.6, 17.1, 17.2
2. Demonstrates the ability to combine theoretical knowledge with practical classroom application in utilizing diverse instructional methods and activities.
 - ACEI: 2.4, 2.8, 3.1, 3.2, 3.3, 3.4, 4.0
 - FEAP: A.1.a
 - ESOL: 4.2, 5.4, 6.6, 6.8, 6.10, 8.1- 8.5, 12.1-12.4, 13.1, 13.2, 13.3, 13.7, 16.2, 16.3
 - FCMCS: 13.1- 13.9,14.1- 14.11,15.1- 15.9,16.1- 16.6, 17.1
3. Demonstrates an understanding that social studies learning is a constructive process grounded in the integration of knowledge, skills, and values, which are necessary for the development of good citizens.
 - ACEI: 3.1, 3.2, 3.3, 3.4
 - FEAP: A.1.b, A.3.c, B.1.e
 - ESOL: 4.2, 5.4, 6.6, 6.8, 6.10, 8.1- 8.5, 12.1-12.4, 13.7, 16.2, 16.3
 - FCMCS: 13.1-13.9,14.1- 14.11,15.1- 15.9,16.1-16.6, 17.1, 17.2

4. Develops valid criteria for analyzing and utilizing print, audio-visual and technological materials for social studies instruction and describes how visuals, charts, graphs, and maps are integrated into lessons to make content more understandable.
 - ACEI: 2.4, 2.8, 3.1, 3.2, 3.3, 3.4
 - FEAP: A.1.a, A.1.b, B.1.e
 - ESOL: 4.2, 5.4, 6.6, 6.8, 6.10, 8.1-8.5, 12.1-12.4, 16.2, 16.3
 - FCMCS: 13.1-13.9,14.1-14.11,15.1-15.9,16.1-16.6, 17.1, 17.2
5. Designs and implements lesson plans, valid tests, and a positive testing environment for use in diverse teaching situations.
 - ACEI: 2.4, 2.8, 3.1, 3.2, 3.3, 3.4, 4.0
 - FEAP: A.1.a, A.1.b
 - ESOL: 4.2, 5.4, 6.6, 6.8, 6.10, 8.1-8.5, 12.1-12.4, 13.1, 13.2, 13.3, 13.7, 16.2, 16.3
 - FCMCS: 13.1-13.9,14.1-4.11,15.1-15.9,16.1-16.6, 17.1, 17.2
6. Demonstrates an understanding of the significance of a child’s prior knowledge and background experience contributing to individual differences in all areas of development.
 - ACEI: 2.4, 2.8
 - FEAP: A.3.c
 - ESOL: 13.1, 13.2, 13.3, 13.7
 - FCMCS: 17.1
7. Adheres to a code of ethics and professional conduct and practices the concept of a life-long learner reflecting and working on professional self-improvement.
 - FEAP: B.1.e
8. Demonstrates sensitivity to multicultural children and provides for their needs.
 - ACEI: 2.4, 2.8
 - FEAP: B.1.e
 - ESOL: 13.1, 13.2, 13.3, 13.7
 - FCMCS: 17.1, 17.2
9. Demonstrates the ability to assess and utilize the literature related to social studies teaching and learning.
 - FEAP: A.1.a, A.1.b, B.1.e

Class Content Outline:

Weeks	Topics
Monday, 1/10/22	<ul style="list-style-type: none"> ○ Introductions, Syllabus, and Course Objectives ○ Standards and Guidelines: <ul style="list-style-type: none"> ○ Florida Educator Accomplished Practices (EAP) http://www.fldoe.org/teaching/professional-dev/the-fl-educator-accomplished-practices.stml ○ Florida Subject Area Competencies http://www.fldoe.org/core/fileparse.php/7479/urlt/FTCE_23rd-Edition-2016_DOE032116.pdf ○ National Council for the Social Studies (NCSS) http://www.socialstudies.org

	<ul style="list-style-type: none"> ○ Next Generation Sunshine State Standards (NGSSS) https://www.cpalms.org/Public/ ○ American Psychological Association (APA); OWL Purdue University Online Writing Guidelines https://owl.english.purdue.edu/owl/resource/560/01/ ○ University Center for Excellence in Writing: Free service to help students improve their writing. www.fau.edu/ucew ○ Bloom’s Taxonomy ○ APA citations ○ Overview of assignments <p>Note: For the <i>Professional Journal Article Review</i> assignment, the article title and author(s) name(s) must be sent to instructor through email and <u>approved</u> by instructor by Friday, 1/21/22, at 5:00 P.M.</p>
Monday, 1/17/22	<ul style="list-style-type: none"> ○ No class session this week, Dr. Martin Luther King, Jr. Day
Monday, 1/24/22	<ul style="list-style-type: none"> ○ World History Review
Monday, 1/31/22	<ul style="list-style-type: none"> ○ Continuing World History Review ○ Journal Article Review due today, 1/31/22, by 5:00 P.M. (post onto Canvas)
Monday, 2/7/22	<ul style="list-style-type: none"> ○ U.S. History Review
Monday, 2/14/22	<ul style="list-style-type: none"> ○ Continuing U.S. History
Monday, 2/21/22	<ul style="list-style-type: none"> ○ Continuing U.S. History ○ Concept Map due today, 2/21/22, by 5:00 P.M. (post onto Canvas)
Monday, 2/28/22	<ul style="list-style-type: none"> ○ Continuing U.S. History ○ Trade Books (NCSS Children’s Notable Trade books, etc.)
Monday, 3/7/22	<ul style="list-style-type: none"> ○ No class session this week, Spring Break
Monday, 3/14/22	<ul style="list-style-type: none"> ○ No class session; take Midterm today, March 14, 2022 (on Canvas for 24 hours)
Monday, 3/21/22	<ul style="list-style-type: none"> ○ Geography Review ○ One-Lesson Plan due today, 3/21/22, by 5:00 P.M (post onto Canvas) <ul style="list-style-type: none"> ○ <i>Last day to withdraw with a “W” is 3/25/22</i>
Monday, 3/28/22	<ul style="list-style-type: none"> ○ Continuing Geography Review

Monday, 4/4/22	○ Government/Civics Review
Monday, 4/11/22	○ Continuing Government/Civics Review ○ Oral History due today, 4/11/22, by 5:00 P.M. (post onto Canvas)
Monday, 4/18/22	○ Economics Review
Monday, 4/25/22	○ Continuing Economics Review
Monday, 5/2/22	○ No class session; Final Exam today, 5/2/22 (on Canvas for 24 hours) ○ 10-day Unit Plan due today, 5/2/22, by 5:00 P.M. (post directly onto <i>LiveText</i>)

Teaching Methodologies: Teaching methodologies will include online class discussion and presentations, lecture, modeling, problem solving, research, analysis of journal articles and readings, lesson planning, and use of computer materials, and film/video.

Course Assignments/Requirements: Assignments/requirements include but are not limited to: Concept Map, Journal Article Review (including article title permission), Oral History, One-Lesson Plan, 10-Day Unit Plan, and examinations (Midterm and Final Exam). In order to pass the course, critical assignments must be completed and posted onto *LiveText* on time.

Note: All assignments must be related to history, government, economics, or geography.

Evaluation

(minimum grade of “C” required to pass course):

Midterm 10% (10 points) 3/14/22 (on Canvas for 24 hours)

Final Exam 10% (10 points) 5/2/22 (on Canvas for 24 hours)

Professional Journal Article Review: 15% (15 points): A critical assignment. Students will choose one professional journal article (not a book review, blog, newspaper article, internet lesson plan, or google article) from a current (within three years) professional education journal retrieved from the FAU library (online). The article selected must consist of 10 or more pages in its entirety. **Students must receive permission for their article selection** prior to writing their Professional Journal Article Review summary. **The article title with author(s) name(s) must be sent to and approved by instructor by Friday, 1/21/22 at 5:00 PM.** Failing to receive permission for an article title will incur -5 points from the overall assignment score. The article must be connected to teaching K-9 social studies (history, government, economics, or geography) and related to one of the following topics:

- Formative Assessments in Social Studies
- Differentiated Instruction in Social Studies
- Higher-Order Questioning in Social Studies
- Content Literacy in Social Studies, or

- Emerging Technology in Social Studies.

The write-up must include a two-page typed summary (1-inch margins, Times New Roman 12 pt. font, black ink, and double-spaced).

- Please use third person point of view (in other words, do not insert your personal opinion as the Journal Article Review is to be a summary of the original author's article).
- The summary must be written in your own words. Work that includes plagiarized text will not be accepted.
- Only **one** quote taken from the article is allowed (and no more than 40 words). If including a quote, please cite page number where quote was found in article (for example: p. 25).
- The summary write-up must also include an APA reference/citation (**must use template in syllabus**) at the end of summary write-up.

As the Professional Journal Article Review is a competency assessment/Critical Assignment, it must be well-written and thorough. The Journal Article Review write-up **and copy of article** (not the link) is due onto Canvas by **1/31/22, at 5:00 P.M.** (a copy of the article may be posted as a separate document along with summary write-up or scanned together with write-up). Failing to attach/include the article will incur -2 points. After receiving feedback for this assignment, the work must then be posted onto *LiveText* (after receiving feedback, the instructor will inform you when and where to submit your work onto LiveText). **Note: A “redo” assignment will not earn a grade above a C (points will start at 70%).**

Oral History Project 15% (15 points): Universities have the potential to form a school-community bond with organizations and members of the community, create a network of human resources that can add to and enhance the curriculum, and collaborate with the community on future educational projects. This project will allow students to demonstrate comprehension of the purpose and content of social studies education, understand that social studies is grounded in the integration of knowledge, skills, perspectives and values necessary for good citizenship, and analyze and utilize various types of media and technology for social studies instruction. By interviewing community members, students will have the opportunity to gain a better understanding of social studies as they acquire first-hand knowledge through the eyes, minds, and voices of individuals who themselves have experienced a historical and current event (interviewees cannot discuss another person's experience). By collaborating and communicating with interviewees who can shed light on topics and issues that are often described in a simplified and one-sided manner in social studies textbooks, speakers have the power to express how historical and contemporary situations influence society and students' own lives. Students can converse with knowledgeable individuals who not only support content learned, but who also offer new information. **Students will interview a local, state, national, or global member of society (anonymous) who has witnessed or personally experienced an event, who is willing to be interviewed, and who can share first-hand experience or knowledge about a topic that focuses on a past or current event/issue related to social studies.** For example, interviewees' stories/oral histories could focus on a topic (but limited to) such as:

- Civil Rights
- Immigration (e.g., immigrants, refugees, or undocumented individuals)
- Human rights
- Cultural differences
- Law (e.g., rules and policies)
- Political or social issues

- War (e.g., veterans, present-day soldiers, or civilians who have experienced war)
- Local to global conflict
- Poverty
- Unemployment/wages/cost of living
- Native-Americans
- Colonization
- Workforce issues
- Diversity
- Natural and human-caused disasters (e.g., earthquakes, nuclear explosions, and fires)
- Issues in equality (gender, etc.)
- Innovations and inventions
- Entrepreneurship
- Changes in the community over time

Students will prepare 10 **open-ended** questions (not ‘closed’ questions which can only offer one-worded answers) which they will ask an interviewee during an interview. Oral History Write-up:

(a) Students will write a brief **introduction** (do not include the name of the interviewee).

(b) Students will **then number and write the questions asked and the interviewee’s responses verbatim**. Students should use Skype, cell phone, or other forms of technology to communicate and/or transcribe information acquired during the interview. The interviewee may only be interviewed once by one student (past or present).

(c) Lastly, students will critically reflect and respond to the following three questions at the end of the paper (**list and answer each question separately**):

- 1 How has the oral history interviewee’s shared experience impact your view of the topic?
- 2 How did the oral history interviewees’ shared experience impact you personally?
- 3 How will the oral history interviewee’s story impact your future teaching?

Students will be assessed on:

- Their participation in the oral history project
- The choice of interviewee (was the interviewee’s story/experience associated with the disciplines of social studies? Was the interviewee’s story/experience significant and meaningful to the social studies curriculum?)
- The inclusion of 10 in-depth and open-ended questions used during the interview
- The completion of the project in its entirety (the interview write-up consisting of an introduction, questions & answers, and a 3-question/answer reflective follow up).
- The Oral History assignment is due **4/11/22 by 5:00 P.M. There are no “redos” for this assignment.**

Concept Map: 5% (total 5 points): Students will create a relevant 10-day social studies comprehensive concept outline (“Concept Map”) in preparation of formulating the 10-day Unit Plan. The student will choose one overarching social studies theme, 2 sub-themes, and 10 topics/concepts that connect to the Next Generation Florida Sunshine State Standards of a particular grade level within grades K-9 (creation of the concept map will be modeled during class lecture presentation). For this assignment, **only topics are to be listed**. The Concept Map template is found near the end of the syllabus. Once completed and having received feedback, concept maps cannot be changed. The Concept Map assignment is due **2/21/22 at 5:00 P.M. Note: A “redo” assignment is allowed however it will not earn a grade above a C (points will start at 70%).**

One-Lesson Plan: 10% (10 points): Students will create one typed lesson plan. The one-lesson plan topic must be taken from/match a topic listed on one's Concept Map. The lesson plan template (found at the end of syllabus) must be used. The One-Lesson Plan assignment is due **3/21/22 at 5:00 P.M.** Note: A “redo” assignment is allowed however it will not earn a grade above a C (points will start at 70%).

10-day Unit Plan: 35% (total 35 points): A critical assignment. Using the exact topics listed in one's Concept Map, the 10-Unit Plan must cover ten days (two weeks; five days per week) of 30-minute planned lessons (must use lesson plan template at end of syllabus). Students are expected to synthesize information from external resources (Internet, etc.) to complete their unit plan, but may not copy information directly.

- Objectives, introductions, teacher instruction, activities, ELL accommodations, assessments, and follow-ups sections listed in the lesson plans must be different each day throughout the 10 days. Since each section in every lesson must be different, carry-over activities to the next or another day's lesson, or ‘Review Days,’ are not permitted.
- “Objectives” must begin with the written text “Student will be able to…” followed by a Bloom's Taxonomy verb (Bloom's verb sheet is found towards end of syllabus), and then ending with an explanation of what and how students will learn the topic of the day.
- Within the 10-day Unit Plan, students must also include **three different self-made (teacher-created) assessments** (one different teacher-created assessment for three different lessons) such as a quiz, test, exit slip, or rubric that will accommodate differential learning (PowerPoints and activities that are assigned in the “Core Activity” section of lesson plans do not count as teacher-created assessments). The 3 teacher-created assessments must be displayed/shown in the lesson plan as to how they would actually look on paper (as links do not always work, must display teacher-created assessments).
- The Unit Plan must include at least five different social studies standards throughout the 10 days (thus, some social studies standards can be repeated).
- In addition, at least one “other” subject standard (e.g., mathematics, language arts, etc.) must be used (only need to include this one time in one lesson) within the 10-day Unit Plan.

Organization of Unit Plan: Place each daily lesson in order (must state “Day 1,” “Day 2,” and so on) one after each other and **in one document**. The 10-day Unit Plan is a competency assessment that must be completed correctly and professionally and posted directly onto *LiveText* by 5/2/22 at 5:00 P.M. in order to pass the course. **There are no “redos” for this assignment.**

Overall Assessment (out of 100%, or 100 points):

- Concept Map 5% (5 points)
- One-day Lesson Plan 10% (10 points)
- Midterm 10% (10 points)
- Professional Journal Article Review (includes article title permission) 15% (15 points)
- Oral History Project 15% (15 points)
- Final Exam 10% (10 points)
- 10-day Unit Plan 35% (35 points)

Course Grading Scale:

<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>	<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>
A	95-100	= 4.0	C	75-78	= 2.0
A-	92-94	= 3.67	C-	72-74	= 1.67
B+	89-91	= 3.33	D+	68-71	= 1.33
B	85-88	= 3.00	D	65-67	= 1.00
B-	82-84	= 2.67	D-	62-64	= 0.67
C+	79-81	= 2.33	F	Below 62	= 0.00

Class Expectations and Policies

- If it is necessary to drop the course, it is the student's responsibility to do so. Otherwise, instructors are directed to assign the student a grade of "F" at the end of the semester.
- "Students are expected to attend all of their scheduled university classes and to satisfy all academic objectives as outlined by the instructor. The effort of absences upon grades is determined by instructor" (FAU College Catalogue, 2015).
- Late Work: Assignments not completed by their due dates & times will be considered late and the score will incur a one-letter grade deduction per day late.
 - 1 day late starts at a B = 80%
 - 2 days late starts at a C = 70%
 - 3 days late starts at a D = 60%
 - 4 days late starts at an F = 50%No assignments will be accepted past 4 days late.
- Assignments that call for typed Word documents must be processed on a computer. The document must include 1-inch margins on all sides. The text should be Times New Roman size 12 pt. font. and double-spaced (only the "One-Lesson Plan" and "Unit Plan" assignments should be single-spaced). Only black ink on standard white paper should be used.
- Submitting photos of work and zip files are not permitted (do not post this type of work onto Canvas or send to instructor through email). Failure to post work onto Canvas or *LiveText* that properly opens, that can be viewed by the instructor, or that is not the correct submission will be regarded as absent work. All students are able and obligated to check what they have submitted onto Canvas and *LiveText* (as well as postings in email correspondence). Reposting of work will be regarded as late and incur "late" submission point deductions (see "Late Work" above).
- Correct spelling, grammar, punctuation, and sentence structure are expected. Neatness is a must.
- Accommodations will be made for religious observations (students must give instructor two-week notice of observance) and medical emergencies (medical absences will require the original doctor or medical facility note within one week after absence).
- Plagiarism: As this is an academic environment, the act of plagiarism will not be tolerated. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards as it interferes with the university's mission to provide a high-quality education. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility.

Harsh penalties are associated with academic dishonesty. Submitting another person's work/assignment(s) as yours is unacceptable and a violation of the Honor Code policy. For more info, see University Regulation 4.001 at http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf

- The program *Turn it In* may be used to determine whether student work is plagiarized.
- Incompletes: Grades of incomplete ("I") are not given except in extreme circumstances. An "I" "is not to be used to allow students to do extra work subsequently in order to raise the grade earned during the regular term" (FAU College Catalogue, 2015).
- "Redo" assignments cannot earn above a grade of C. This includes missing an exam on the scheduled date (make-up tests will be different from the one administered to peers and the score will begin at a "C," or 70%).
- In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) located in Boca Raton at SU 133 (561) 297-3880, in Davie at LA 131 (954) 236-1222, or in Jupiter at SR 11F (561) 799-8585 and follow all SAS procedures.
- All Teacher Education programs undergo periodic reviews by accreditation agencies and the state education department. For these purposes samples of students' work are made available to those professionals conducting the review. Student anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class.

(If applicable) Preparing for Virtual Class Sessions

To encourage the active participation and success of our students in virtual learning class sessions, it is important that students adequately prepare, fully engage, and demonstrate proper etiquette during class sessions conducted via videoconferencing (e.g., Zoom, Webex).

Technology can simultaneously be our friend and foe. Thus, it is best to prepare and test your equipment and connection prior to class-time by doing the following:

- Test your video and audio. Begin testing your video, audio, and WiFi connection 5-10 minutes prior to class session start time. This can be done at: zoom.us/test.
- Connect via a stable, high-speed WiFi signal. You are expected to connect via stable, high speed WiFi, rather than 3, 4 or 5G connections. Videoconferencing works more consistently and better (e.g., fewer freezing and dropped connections) when connected via a stable, high-speed WiFi signal.
- Use a desk or laptop computer with a webcam. Videoconferencing can be conducted via Apps or browser on cellular telephone or tablet devices, but to avoid technical difficulties, have access to all features of the videoconferencing software, and adequately view shared screens, you are expected to use a desk or laptop computer to access virtual learning class sessions.

During virtual learning class sessions, we seek to simulate the face-to-face experience to the best of our ability, thus the following requirements are in effect for learning environments during virtual learning class sessions:

- Turn on your video, adjust your camera, and look at the camera. Connect with your video enabled, your camera at eye level and positioned so that natural or artificial light is facing you

(i.e., coming from behind your monitor). Wear professional attire, meaning, no PJs, revealing or inappropriate or clothing with obscene logos, text, etc.

- Mute your audio unless you are speaking. Reduce or eliminate background noise and unmute to communicate often/as needed to the class session.
- Utilize a quiet, distraction-free environment. Use a simple, quiet, distraction-free space to fully engage in class activities. Sit at a desk/table to maintain the camera at eye level. During the virtual class session, you should engage in class activities exclusively and no additional activities.

Virtual Learning Etiquette. Here are some general rules for courtesy/engagement in virtual class sessions conducted via videoconferencing:

- Limit distracting actions. Limit eating, drinking, unnecessary movement, and other distractions (e.g., people, pets, music, or TV/background noise) during the virtual class session. These actions may distract you, the instructor, and others.
- Try not to multitask. Give your full attention and participation during the class session. Engaging in multitasking (e.g., browsing other windows, online shopping, texting, working on other tasks) significantly limits your engagement and interaction.
- Arrive on time and remain until the end. Begin connecting 5-10 minutes prior to class start time to allow time to test your connection and set up your virtual learning environment. If you lose connection, re-connect promptly.
- Engage Appropriately and adhere to the University Honor Code. Respect the rights of yourself and other learners in the virtual class session by participating in ways that convey consideration and respect. It is not acceptable to use obscene, profane, threatening, or disrespectful language – both written and verbal. (e.g., while using “chat” feature or speaking to the group or individuals). Adherence to FAU’s Code of Academic Integrity is required within virtual learning environments as well.
- Recording Sessions. Respect the intellectual property and other rights of the course instructor and your peers in the virtual class session. Recording, screen capture, or creation of any permanent product(s) of the course session (for private or public use) is not allowed.

Note: In light of the implementation of newly required state policies, standards, competency assessments, and rubrics within this course that may change during the semester, this syllabus is subject to change if deemed necessary.

Professional Organizations

- National Council for the Social Studies (NCSS) www.ncss.org
- Florida Council for the Social Studies (FCSS) www.fcss.org

Professional Resources

Books

- Banks, J. (1990). *Teaching strategies for the social studies: Inquiry, valuing, and decision making* (4th ed.). Longman.
- Davis, C. (2014). *Social studies comes alive*. Prufrock Press.

- Farris, P. (2011). *Elementary and middle school social studies: An interdisciplinary, multicultural approach*. Waveland.
- Halvorsen, A. (2012). *History of elementary social studies: Romance and reality (history of schools and schooling)*. Peter Lang.
- Obenchain, K. (2010). *Fifty social studies strategies*. Pearson.
- Obenchain K. & Morris, R. (2014). *Fifty social studies strategies for k-8 classrooms*. Pearson.
- Parker, W. (2015). *Social studies today: Research and practice (2nd ed.)*. Routledge.
- Shaver, J.P. (Ed.) (1991). *Handbook of research on social studies teaching and learning: A project of the National Council for the Social Studies*. Macmillan.
- Sunai, C. & Haas, M. (2010). *Social studies for the elementary and middle grades: A constructivist approach (4th ed.)*. Pearson.
- Tamblyn, C. (2013). *Forty fabulous social studies activities*. Scholastic.

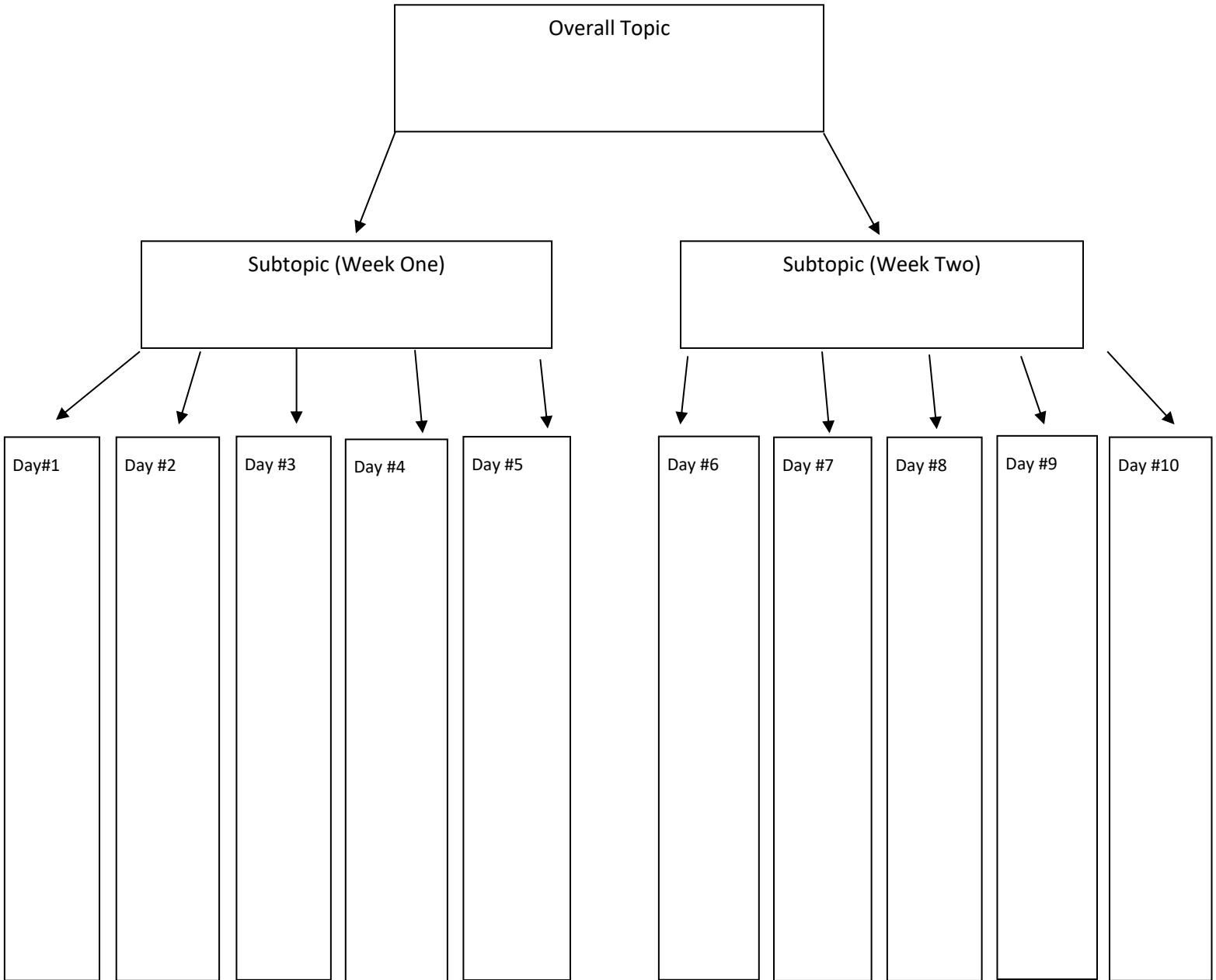
Internet Resources

- Best Practices/Research/Lesson Plans* <http://www.edutopia.com>
- Virtual Classroom* <https://www.edmodo.com>
- Social Constructivist Platform* <https://www.moodle.org>
- Formative Assessment Tracker* <http://www.edulastic.com>
- PBS Kids* <http://www.pbskids.com/>
- National Geographic Kids* <http://www.kids.nationalgeographic.com/>
- The Library of Congress* <https://www.loc.gov/families/>
- The National Park Service* <http://www.nps.gov>
- Smithsonian Kids* <http://www.si.edu/Kids>
- Kids.gov* <https://www.kids.usa.gov/social-studies/index.shtml>
- The U.S. Mint* <http://www.usmint.gov/kids/>
- The National Archives* <http://www.archives.gov/education/>
- Crash Course* <http://www.youtube.com/channel/UCX6b17PVsYBQ0iP5gyeme-Q>

Professional Journals

- The Clearing House*
Education
- Journal of Geography*
- Journal of Social Studies Research*
- Social Education*
- Social Studies*
- Social Studies Forum*
- The Geography Teacher*
- Theory and Research in Social Education*
- Trends and Issues*
- Phi Delta Kappan*
- Theory and Research in Social Education*

Concept Map for Unit Plan Organization



**JOURNAL ARTICLE REVIEW'S
END CITATION TEMPLATE**

American Psychological Association (APA) Journal Citation Format
Purdue Online Writing Lab <https://owl.english.purdue.edu/owl/resource/560/06/>

[At the end of your write-up, you will need to cite your journal article in APA format using this sheet as a template (the example choices below are based on how many authors your article has). Note the double-spacing, indents after the first line, capital vs. lower-case letters, italicized title of journal (not the article title), volume, issue, & page numbers as shown.]

Single Author EXAMPLE:

Berndt, T. J. (2002). Friendship quality and social development. *Current Directions in Behavioral and Psychological Science*, 11(3), 7-10.

Two Authors EXAMPLE:

Wegener, D. T., & Petty, R. E. (1994). Mood management across affective states: The hedonic contingency hypothesis. *Journal of Personality and Social Psychology*, 66(2), 1034-1048.

Three to Seven Authors EXAMPLE:

Kernis, M. H., Cornell, D. P., Sun, C. R., Berry, A., Harlow, T., & Bach, J. S. (1993). There's more to self-esteem than whether it is high or low: The importance of stability of self-esteem. *Journal of Personality and Social Psychology*, 65(4), 1190-1204.

More Than Seven Authors EXAMPLE *[Note: Commas separate author names. After the sixth author's name, use an ellipsis in place of the other authors' names. Then provide the final author's name. There should be no more than seven names]:*

Miller, F. H., Choi, M. J., Angeli, L. L., Harland, A. A., Stamos, J. A., Thomas, S. T., . . .
.Rubin,
L. H. (2009). Map usability for young learners. *Communication*, 57(3), 323-335.

Rubric for Professional Journal Article Review

FL-FAU- FEAP	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	No Attempt
B.1.e Engages in targeted professional growth opportunities and reflective practices	Demonstrates exceptional understanding of professional growth opportunities using research and analytical skills in the discipline to analyze a current social studies journal and review a specific article according to class requirements.	Demonstrates understanding of professional growth opportunities using research and analytical skills in the discipline to analyze a current social studies journal and review a specific article according to class requirements.	Fails to demonstrate an understanding of professional growth opportunities using research and analytical skills in the discipline either in the analysis of a current social studies journal of the review of a specific article according to class requirement.	Failed to submit by the due date.

Journal Article Review Criteria Checklist

- _____ Student received permission from instructor for article title selection
- _____ Student submitted assignment onto Canvas and on time
- _____ Student's article was from a current (within three years) professional education journal or publication in the field of social studies, retrieved from FAU's online library, and consisted of 10 or more pages.
- _____ The article was connected to the teaching of social studies grades K-9
- _____ The paper included a coherent summary of the journal article
- _____ The summary was written in third person (the write-up cannot include personal opinion)
- _____ The summary included an APA citation at the end and followed the APA template
- _____ The summary was typed on a Word document
- _____ The summary was in double-space format
- _____ The summary was typed in Times Roman Font text
- _____ The summary was typed in size 12 font text
- _____ The summary was typed in black ink
- _____ The summary was typed on standard white paper
- _____ The summary was formatted with 1" margins all around
- _____ The summary was two-pages in length
- _____ The summary was written grammatically correct (spelling & punctuation)
- _____ Copy of article was attached to or scanned with the summary when submitting onto Canvas
- _____ The summary included no more than one direct quote (if included one quote, quote was less than 40 words)
- _____ Paper was free from plagiarized material
- _____ Student submitted edited assignment onto *LiveText* and on time

Checklist/Criteria for One-Lesson Plan Assignment

- _____ Turned in a completed One-Lesson Plan onto Canvas and on time
- _____ Lesson plan write-up was thorough and complete (all points were met)
- _____ Lesson plan was typed with 1” margins and in Times New Roman, black ink, & 12 pt. font
- _____ Lesson plan followed the required template found in the syllabus
- _____ Lesson included engaging strategies and activities
- _____ Lesson was grade level appropriate and meaningful
- _____ Lesson matched concept map outline

Rubric for Unit Plan

FL-FAU- FEAP	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	No Attempt
A.1.a Aligns instruction with state- adopted standards at the appropriate level of rigor	Plans a unit plan at the appropriate level of rigor.	Satisfactorily plans a unit plan at the appropriate level of rigor.	Does not demonstrate planning with the appropriate level of rigor.	Failed to submit or failed to submit on time
A.1.b Sequences lessons and concepts to assure coherence and required prior knowledge	Well plans sequential lessons using developmentally appropriate teaching activities to ensure coherence and develop knowledge.	Satisfactorily plans sequential lessons using developmentally appropriate teaching activities to ensure coherence and develop knowledge.	Does not Plan sequential lessons or developmentally appropriate teaching activities to ensure coherence and develop knowledge.	Failed to submit or failed to submit on time.
A.3.c Identify gaps in students' subject matter knowledge	Utilizes a deep and comprehensive knowledge of the discipline content and plans a unit including appropriate prior knowledge and subsequent instruction strategies to demonstrate a comprehensive understanding of content and the ability to identify possible gaps in students' subject matter knowledge.	Satisfactorily utilizes knowledge of the discipline content and plans a unit including appropriate prior knowledge and subsequent instruction strategies to demonstrate an understanding of content and a developing ability to identify possible gaps in students' subject matter knowledge.	The teacher candidate fails to demonstrate an understanding of the content needed to plan a unit including appropriate prior knowledge and subsequent instruction strategies to demonstrate an understanding of content or the candidate is unable to identify possible gaps in students' subject matter knowledge.	Failed to submit or failed to submit on time

Unit Plan Criteria Checklist

- _____ 10-day Unit Plan is completed on time
- _____ Typed on Word document
- _____ Including correct font type & size (Times New Roman, 12 pt. font), 1” margins, and black ink)
- _____ Grade-level appropriate and ability level
- _____ Included 10 lessons
- _____ Included a different ELL (ESOL) accommodations per day (need 10 different strategies, a different one per day)
- _____ Included at least five different social studies standards (can repeat some)
- _____ Included at least one standard from another subject (only need one on only one day)
- _____ Included 10 different lesson plan objectives (one per day) with Bloom’s verbs (copy of Bloom’s verbs found in syllabus)
- _____ Textbook, trade books, and videos listed with titles & website links
- _____ Included “identify students’ prior knowledge” strategies/activities (different per day)
- _____ Included vocabulary (different per day, and at least 3 per day)
- _____ Included materials teacher and student would need
- _____ Included introductions (different per day)
- _____ Included thorough explanation of specific content being taught by teacher in the “Teacher Instruction” section (different per day)
- _____ Included engaging student “Core Activities” and explained them well (different per day)
- _____ Included assessments (different per day)
- _____ Included follow-up activities (different per day)
- _____ Included proof/examples of three different teacher-created/self-made assessments (different from what is listed in the “Core Activity” section)
- _____ Clear teaching sequence; flows in logical order and makes sense
- _____ At least one use of technology by student and one by teacher
- _____ Included a variety of social studies disciplines (geography, history...)
- _____ Included at least one student writing opportunity
- _____ Included at least one student speaking opportunity
- _____ Included at least one group work
- _____ Included at least one use of a primary source (original photo, document, etc.)
- _____ Edited and included the One-Lesson Plan (previous assignment with feedback given)
- _____ Posted Unit Plan onto *LiveText* and on time
- _____ Posted 10 lessons (place each daily lesson in order and in one document; the Unit Plan should state “Day #1,” “Day #2,” and so on)
- _____ 10-day Unit Plan matched exact concept map outline

BLOOM'S TAXONOMY –

VERBS TO BE USED IN EACH LESSON PLAN'S "OBJECTIVE" SECTION

(such as "Students will be able to interpret...")

Evaluation (*makes and defends judgements*): appraise, argue, assess, attach, choose, compare, conclude, contrast, defend, describe, discriminate, estimate, evaluate, explain, judge, justify, interpret, relate, predict, rate, select, summarize, support, value

Synthesis (*considers ideas in a new way or proposes alternative solutions*): arrange, assemble, categorize, collect, combine, comply, compose, construct, create, design, develop, devise, explain, formulate, generate, plan, prepare, rearrange, reconstruct, relate, reorganize, revise, rewrite, set up, summarize, synthesize, tell, write

Analysis (*breaks down ideas into simplified parts*): analyze, appraise, breakdown, calculate, categorize, compare, contrast, critique diagram, differentiate, distinguish, examine, experiment, identity, illustrate, infer, outline, point out, question, relate, separate, divide

Application (*apply knowledge to real-word situations*): apply, change, choose, compute, demonstrate, discover, dramatize, employ, illustrate, interpret, manipulate, modify, operate, practice, predict, prepare, produce, relate, schedule, show, sketch, use, write

Comprehension (*demonstrates an understanding of the facts*): classify, convert, defend, describe, discuss, distinguish, estimate, explain, express, extend, generalized, give example(s), identify, indicate, infer, locate, paraphrase, predict, recognize, rewrite, review, select, summarize, translate, recognize

Knowledge (*remembers previously learned information*): arrange, define, describe, duplicate, identify, label, list, match, memorize, name, order outline recognize, relate, recall, repeat, reproduce, select, state

Lesson Plan Template

Teacher (you): _____ **Date:** _____

Overall Unit Plan Topic/Title: _____

Grade Level _____

Length of each Lesson: 30 minutes

(The upper part only needs to be included once - on first page of 10-day Unit Plan)

Day #1

Lesson Topic/Name: *(must create a total of 10 different lessons beginning at this point)*

Specific Lesson Objective(s): *(Must start off the sentence text with “Student will be able to,” then follow with a Bloom’s verb (sheet found in syllabus), then finish with what students will learn and how they will learn it)*

Florida Sunshine State Standard(s): *(Found on CPalms. List letters/numbers and write out standard)*

Materials and Equipment: *(List all materials and equipment needed for both teacher & student; can list together)*

Vocabulary *(List all words students will be learning. Need at least 3 different words for each day’s lesson. Definitions are not mandatory)*

Identifies Students’ Prior Knowledge: *(In this section, the teacher will need to find out what students know about the topic of the day – not what they learned yesterday; it is not a review. For example, could be a question such as “What do you already know about...?”)*

Introduction: *(Lesson initiating activity, opening, attention-getter, bell work, etc.)*

Teacher Instruction: *(This section is all about ‘teacher’ (you). Thoroughly and specifically explain what content you will teach & how you will present it (lecture? PowerPoint? using an Elmo?, etc.); this lets the reader know what you will specifically teach and lets me know you researched the topic)*

Students’ Core Activity: *(This section is all about the activity that students will engage in. Thoroughly and specifically explain the activity: what students will do, how will they do it, and why they are doing it)*

ELL: *(List and explain the strategy[ies] you will use to meet the needs of English Language Learners) (ELLs).*

Assessment/Evaluation: *(Identify the technique(s) you will use to determine if students have*

attained the instructional objective. May be informal (such as teacher observing students during an activity, etc.), or formal (e.g., an exit slip, checklist, quiz, rubric, exit slip, journal/paragraph/essay writing assignment, etc.)

Follow-up Activity/Extension: *(Indicate how you will reinforce and extend lesson. This could be a homework assignment such as writing a paragraph in their social studies journal, a future project such as conducting research during a library visit, creating a mosaic poster that will be due the following week, or a future activity such as taking a field trip, inviting a guest speaker, etc. Please note: this section will describe an activity that students will be assigned to complete after the lesson is over. Therefore, students will NOT be doing this follow up activity during the daytime lesson).*