SSE 6133 SYLLABUS
Secondary School Social Studies Methods and Assessment

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Fall Semester 2015
Meetings: Mondays, 9:30 - 12:30, NRN 2325
Office Hours: Mondays, 12:30 - 2:00 (or by appointment)

COURSE COREQUISITE

PROTEACH graduate students enrolled in this course should be enrolled in the fall semester 15-hour block of Secondary Social Studies PROTEACH courses, including ESE 6345 (Effective Teaching in the Secondary School), SSE 5945C (Practicum in Secondary Social Studies Teaching), RED 5337 (Reading in the Content Areas), and EME 5432 (Technology in the Social Studies Classroom).

OBJECTIVES/PURPOSE OF THE COURSE

This course is designed to provide pre-service middle and high school social studies teachers with a comprehensive overview of the most effective approaches to planning, implementing, managing, and assessing successful and effective teacher-directed and teacher-facilitated learning experiences for students. As part of this process, students enrolled in this course will engage in critical, reflective discussions of research and practitioner journal articles focusing on exemplary social studies teaching methods and will practice implementing these methods in small and large group settings. Students will focus on practical investigation and modeling of student-centered and activity-based methods, develop lesson and unit plans, develop assessment tools, learn classroom management strategies, and reflect on teaching practice.

REQUIRED COURSE MATERIALS

There are no required texts or course packs. Occasionally, there will be required reading in the form of articles I will post as PDFs to the course website.

FIELD ACTIVITIES

This course is directly linked to the SSE 5945C Practicum in Social Studies Teaching. Students will be expected to demonstrate their mastery of the social studies teaching methods addressed in this course during their microteaching and field experiences in the practicum course.

COURSE ASSIGNMENTS AND GRADING

A total of 200 points can be earned in this course. The breakdown of assignments is as follows:

1. Curriculum Unite Plan 70 points
2. Philosophy of Teaching Statement 20 points
3. Student Interview 20 points
4. Teacher Interview 20 points
5. Unit Plan Bibliography 10 points
6. Lesson Plan from Unit Using Critical Thinking 10 points
7. Lesson Plan from Unit Using Discussion Model 10 points
8. Lesson Plan from Unit Using Movie 10 points
9. Leeman Takeaways 10 points
10. Class Attendance and Participation 10 points

The grading scale is the same as that of the University of Florida.

A  93.0% - 100%
A- 90.0% - 92.9%
B+ 87.0% - 89.9%
B  83.0% - 86.9%
B- 80.0% - 82.9%
C+ 77.0% - 79.9%
C  73.0% - 76.9%
C- 70.0% - 72.9%

A final course grade of D or F is grounds for expulsion from RPOTEACH, according to UF Graduate School regulations.

EXPLANATION OF COURSE ASSIGNMENTS

Unit Plan (70 points):
With or without a partner (your preference), develop a curriculum unit around a topic or theme. You will include 6-8 lesson plans that reflect different teaching strategies discussed through the course.

The unit plan must demonstrate a variety of pedagogical strategies and sources. You should select a topic that is interesting and that you are likely to teach. You will submit parts of the unit throughout the semester so that you can get feedback. The final unit can be submitted either via a website you have created, or as a Word file. Specify the grade level that you are teaching, assume that you have a heterogeneous classroom of about 25-30 students, and assume that you have reasonable access to technology and photocopying. You can plan your unit for either a block (90 minutes classes) or traditional schedule (50 minute classes). You may organize your unit chronologically or thematically.

Required Format:

- List the Florida Core, NCSS, and Sunshine State Standards for your unit.
- Provide a two-page overview of your unit that articulates a rationale for the unit and the educational principles you hope to implement.
- Write up and describe separately each of your 6-8 lessons in extensive detail. Each individual lesson in the unit should be about 2-3 pages of description and must include the following components:
Name
Subject/Grade Level
Title/Topic of Lesson
Essential "Guiding Question" for Lesson
Sunshine State Standards Addressed in the Lesson

LEARNING OBJECTIVES
What are your objectives for student learning in this lesson? What do you want students to learn?

LESSON CONTEXT
Provide a one-paragraph summary of the content this lesson will cover.

STUDENT GROUPING
How will you group students for instruction?
Why have you chosen this grouping?

METHODS
What teaching methods will you use for this lesson?
Why have you chosen this method or these methods?

ACTIVITIES
What activities have you planned?
Opening
Main Activity or Activities
Closing
Important Questions to Ask

MATERIALS
What instructional materials will you use?
Why have you chosen these materials?

EVALUATION
How and when do you plan to evaluate student learning for this lesson?
Why have you chosen this approach to evaluation?

Rubric:
High student involvement and engagement in inquiry-based activities (10 points)
Use of a wide variety of primary and secondary sources (10 points)
Clarity of thought and organization of unit plan (10 points)
Creativity and challenge in your lesson ideas (10 points)
Unit cohesion ("holds together" well, lessons logically follow one another) (10 points)
Attention to proper punctuation, grammar, syntax, and spelling (10 points)
Detailed explanations of all lessons (10 points)

**Philosophy of Teaching (20 points):**
Individually, write a two- to three-page statement on your philosophy of teaching. Address the following questions:

1. What principles guide your teaching?
2. What motivates you to teach social studies?
3. What strengths and insights do you bring to the classroom?
4. What skills do you need to help you on your journey to becoming a teacher?
5. What do you hope to take with you from this course?

**Student Interview (20 points):**
Individually, work one-on-one with a student in your practicum placement. Tutor him or her and conduct an interview about social studies. Write a narrative of what you learned in approximately 2-3 pages. Address the following:

1. What is the student's level of interest and understanding in social studies?
2. How does he/she respond to social studies content and activities?
3. What are his/her strengths?
4. What skills does he/she need to work on?
5. What recommendations can you make to enhance this student's learning in social studies?

**Teacher Interview (20 points):**
Individually, interview a social studies teacher about his/her classroom management strategies, focusing on how the teacher uses the content and material of social studies for classroom management purposes. Write a narrative of what you learned in approximately 2-3 pages. Address the following questions:

1. What strategies does s/he believe are the most successful?
2. Which are the least successful?
3. How does s/he feel that the students respond to these strategies?
4. Based on your interview insights, what will some of your own guidelines for classroom management be?

**Lesson Plans (Total 40 points):**
- With your unit partner, turn in a tentative bibliography for your unit plan with at least ten sources relevant to your topic. Correct citation formatting should be used consistently (APA, Chicago, etc.), and each source should be annotated briefly (i.e., accompanied by a brief description of the source). **(10 points)**
- With your unit partner, turn in one critical thinking/inquiry lesson plan from your unit appropriate to the discipline/topic on which your unit focuses. This is a "formative assessment" designed to give you feedback before the final product is turned in. **(10 points)**
• With your unit partner, turn in one lesson plan from your unit using a discussion model. This is a "formative assessment" designed to give you feedback before the final product is turned in. **(10 points)**

• With your unit partner, turn in one lesson plan from your unit using an appropriate social studies movie. This is a "formative assessment" designed to give you feedback before the final product is turned in. **(10 points)**

"Takeaways" from Jessica Leeman Presentation **(10 points):**
To be explained after Mrs. Leeman's presentation

**Class Attendance and Participation (20 points):**
“Attendance” means you are allowed one excused absence without penalty. “Excused” means you give me advance notice that you will not be in class. An “unexcused” absence means I have not heard from you before class about your absence, and will deduct 5 points from your participation grade. More than three absences (excused or unexcused) will result in your not receiving credit for the course, except in the case of extraordinary circumstances that you and I have discussed. “Participation” means that you have contributed at least once to every weekly class discussion.

**FEAPs Review (portion of participation grade):**
This assignment will be discussed later in the semester.

**LATE WORK POLICY**
For each day an assignment is late, an entire letter grade will be deducted from your overall score. However, I will require you to submit all assignments. You will not be able to simply “opt out” of any assignment.

**SUBMISSION OF ASSIGNMENTS**
• In keeping with the University of Florida’s student computer policy, all assignments completed for this class must be typed using a word processing program. Use of spell-checking and grammar-checking programs is strongly urged.

• Assignments are due at the beginning of class periods indicated and should be submitted to me in electronic form through Canvas ([www.online.education.ufl.edu](http://www.online.education.ufl.edu))

• This class focuses on the mastery of FEAPs and with that focus comes the ability for students to resubmit assignments that receive a grade below 70 (C-). Students will receive a new due date for resubmission. Although students may improve upon their original score, full credit cannot be obtained and 10% will be deducted for each resubmission.

**STUDENT CONDUCT CODE**
The University of Florida has as student conduct code that all work that you submit is your own work. In collaborative assignments, this means you have participated equally with other members of the group. By signing up for this course and reading this syllabus you agree to the University of Florida Student Code. You promise not to cheat or plagiarize and to inform the instructor if you become aware of dishonest behavior on the part of other students in the class. Failure to comply with the academic honesty guidelines 6C1-4.017, F.A.C., is a violation of the University of Florida
Student Conduct Code and may result in expulsion or a lesser sanction. In this class be especially careful that you do not plagiarize by copying work from the Internet without properly crediting its source.

**DISABILITY POLICY**

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodations. Students requesting an accommodation on an exam are expected to give the instructor and the DRC a minimum of 4 days notice so arrangements can be made. It is recommended that exam accommodations not be made unless a student has provided documentation of a disability requiring an exam accommodation to the DRC. Disability-related information about a student must be kept confidential.
**This syllabus is tentative and subject to change at the discretion of the instructor.**

### COURSE CALENDAR

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Due</th>
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<tbody>
<tr>
<td>August 24</td>
<td>PROTEACH and Social Studies Orientation; Introduction to the Social Studies; Philosophies of Teaching Social Studies; Lesson and Unit Planning; Personal Practical Theories</td>
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<tr>
<td>August 31</td>
<td>Sources and Strategies for History and Historical Inquiry</td>
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<td>September 7</td>
<td><strong>NO CLASS – Labor Day</strong></td>
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<td>September 14</td>
<td>Sources and Strategies for Geography/Geographic Inquiry</td>
<td>Philosophy Statement DUE</td>
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<td>September 21</td>
<td>Sources and Strategies for Government and Civics</td>
<td>Student Interview DUE</td>
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<td>September 28</td>
<td>Sources and Strategies for Psychology and Sociology; Sources and Strategies for Economics <strong>with Ms. Lesley Mace, Education Specialist, Federal Reserve Bank</strong></td>
<td>Unit Plan Bibliography DUE</td>
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<td>October 5</td>
<td>The Constitution; Film viewing and discussion <strong>with criminal defense attorney Ray Washington, J.D.</strong></td>
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<td>October 12</td>
<td>Sources and Strategies for Government and Civics (Part 2) and discussion <strong>with Mayor Ed Braddy (Gainesville, FL).</strong></td>
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<td>October 19</td>
<td>Classroom Discussion Models</td>
<td>Unit Critical Thinking/Inquiry Lesson Plan DUE</td>
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<td>October 26</td>
<td>Controversial Issues Teaching <strong>with Dr. Emma Humphries, Assistant in Citizenship, The Bob Graham Center for Public Service at UF</strong></td>
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<td>November 2</td>
<td>Movies in the Social Studies Classroom</td>
<td>Unit Discussion Model Lesson Plan DUE</td>
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<td>November 9</td>
<td>Civics and History Exams and discussion <strong>with Dr. Steve Masyada, Director of the Florida Joint Center for Citizenship.</strong></td>
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<td>November 16</td>
<td>Overview of Florida Educator Accomplished Practices (FEAPS); Social Studies Classroom Management and Assessment <strong>with Jessica Leeman</strong></td>
<td>Unit Movie Lesson Plan DUE</td>
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<td>November 23</td>
<td><strong>Final Class Session:</strong> Lectures, Cooperative Learning, and Simulations</td>
<td>Teacher Interview DUE</td>
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<td>November 25</td>
<td><strong>No Class – Thanksgiving Break</strong></td>
<td>Leeman Takeways DUE</td>
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<tr>
<td>November 30</td>
<td><strong>No Class – Internship Planning Week</strong></td>
<td>Unit Plan DUE</td>
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