SSE 6133 SYLLABUS  
Secondary School Social Studies Methods and Assessment

Dr. Elizabeth Anne Washington  
Fall Semester 2017  
ewashington@coe.ufl.edu  
Class Meetings: Mondays, 9:35 - 12:35, NRN 2325  
Office: NRN 2424  
Phone: 352.283.2663  
Office Hours:  Mondays, 12:35 - 2:05 (I occasionally have “office hours” at the downtown Starbucks if that is more appealing or convenient for you ☺)  
Program Website: http://fellowcitizens.wordpress.com

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), EDG 6931 (Reading/ESOL), 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 packets. Occasionally, there will be required reading in the form of articles I will post as PDFs to the course website.

FIELD EXPERIENCES

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 Unit 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 Historical Inquiry 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 throughout 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 Standards, 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 for Unit Plan Grading

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. What principles guide your teaching? Provide meaningful, thoughtful responses. Each question below is worth 5 points out of the total of 20.

1. What motivates you to teach social studies?
2. What strengths and insights do you bring to the classroom?
3. What skills do you need to help you on your journey to becoming a teacher?
4. 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 and conduct an interview about social studies. Make sure it's OK with your directing teacher, and then do the interview. Write a narrative of what you learned in approximately 2-3 pages. Each question below is worth 5 points of the total of 20. Address the following:

1. What is the student's level of interest and understanding in social studies?
2. What are his/her strengths?
3. What skills does he/she need to work on?
4. 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. Provide meaningful, thoughtful responses. Each question will be worth 5 points for the total of 20.

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 topic with at least ten sources relevant to your topic. Correct citation formatting should be used consistently in APA (6th edition), and each source should be annotated briefly (i.e., accompanied by a 3-4 sentence description of the source). (10 points)
• With your unit partner, turn in one inquiry lesson plan from your unit plan 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 you 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.

It should go without saying, but I’ll say it anyway: Please do not text, use social media, or use anything else that might distract you from what we’re doing in class. If you’re in an urgent situation where you might have to take a call (e.g., family illness, selection for a guest appearance on “The Walking Dead”), just let me know before class. Please DO bring tablets and laptops because we will use them quite a bit in various activities.
LATE WORK POLICY

For each day that an assignment is late and “missing in action” without your having discussed this beforehand with me, an entire letter grade will be deducted from your overall score. However, I will still require you to re-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 by the beginning of class periods indicated and should be submitted to me in electronic form at ewashington@coe.ufl.edu.
- This class focuses on the mastery of the Florida Educator Accomplished Practices (FEAPs), and with that focus comes the opportunity 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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Due</th>
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<tbody>
<tr>
<td>August 22</td>
<td>Sources and Strategies for History and Historical Inquiry</td>
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<tr>
<td>August 28</td>
<td>Sources and Strategies for History and Historical Inquiry</td>
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<tr>
<td>September 4</td>
<td><strong>NO CLASS – Labor Day</strong></td>
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<tr>
<td>September 11</td>
<td>Source and Strategies for Geography</td>
<td><strong>Philosophy Statement DUE</strong></td>
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<td>September 18</td>
<td>Sources and Strategies for Government and Civics</td>
<td><strong>Student Interview DUE</strong></td>
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<td>September 25</td>
<td>Sources and Strategies for Government and Civics (continued) and discussion with Gainesville City Commissioner Charles Goston (District 1 representative)</td>
<td><strong>Unit Plan Bibliography DUE</strong></td>
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<td>October 2</td>
<td>Sources and Strategies for Teaching Sociology, Psychology, and Economics with guest speaker/educational specialist Lesley Mace of the Federal Reserve Bank in Jacksonville</td>
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<td>October 9</td>
<td>The Constitution; Film viewing and discussion with criminal defense attorney Ray Washington, J.D.</td>
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<td>October 16</td>
<td>Classroom Discussion Models</td>
<td><strong>Unit Inquiry Lesson Plan DUE</strong></td>
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<td>October 23</td>
<td>Controversial Issues Teaching</td>
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<td>October 30</td>
<td>Movies in the Social Studies Classroom</td>
<td><strong>Unit Discussion Model Lesson Plan DUE</strong></td>
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<td>November 6</td>
<td>Civics and History Exams and discussion with Dr. Stephen Masyada, Director of the Florida Joint Center for Citizenship</td>
<td><strong>Lesson Plan DUE</strong></td>
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<td>November 13</td>
<td><strong>Final Class Session:</strong> Lectures, Cooperative Learning, and Simulations</td>
<td><strong>Unit Movie Lesson Plan DUE</strong></td>
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<td>November 20</td>
<td><strong>No Class – Thanksgiving Break</strong></td>
<td><strong>Teacher Interview DUE</strong></td>
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<tr>
<td>November 27</td>
<td>Social Studies Classroom Management and Assessment with Jessica Leeman</td>
<td><strong>Leeman Takeaways DUE by 11:59pm today</strong></td>
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<tr>
<td>December 4</td>
<td><strong>No Class – Internship Planning Week</strong></td>
<td><strong>Unit Plan DUE ON THE 4th</strong></td>
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