## COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>SSE 5318</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite(s):</td>
<td></td>
</tr>
<tr>
<td>Course Title:</td>
<td>Teaching Social Studies in the Elementary School</td>
</tr>
<tr>
<td>Course Credit:</td>
<td>03</td>
</tr>
<tr>
<td>Course Hours:</td>
<td>03</td>
</tr>
<tr>
<td>College:</td>
<td>Education</td>
</tr>
<tr>
<td>Department:</td>
<td>Elementary Education</td>
</tr>
<tr>
<td>Supplies:</td>
<td></td>
</tr>
<tr>
<td>Faculty Name:</td>
<td></td>
</tr>
<tr>
<td>Term and Year:</td>
<td></td>
</tr>
<tr>
<td>Place and Time:</td>
<td></td>
</tr>
<tr>
<td>Office Location:</td>
<td>Core Education Complex Room B 201</td>
</tr>
<tr>
<td>Telephone-mail:</td>
<td><a href="mailto:ghazwan.lutfi@famu.edu">ghazwan.lutfi@famu.edu</a></td>
</tr>
</tbody>
</table>

### Office Hours

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
</table>

### Course Description

The course will provide pre-service teachers with information needed to develop young children who have knowledge, skills and dispositions that lead to understanding of the world in which they live and their relationship to the world. The integrative approach utilized promotes the development of knowledge and skills needed to promote an understanding of time, continuity, culture, change; government and citizenship; economics. Students will also apply information learned through practical field experiences in setting which services children age 3-8, including English Language Learners.

### Course Purpose

The course will provide pre-service teachers with information needed to develop young children who have knowledge, skills and dispositions that lead to understanding of the world in which they live and their relationship to the world. The integrative approach utilized promotes the development of knowledge and skills needed to promote an understanding of time, continuity, culture, change; government and citizenship; economics. **Students will also apply information learned through practical field experiences in setting which services children age 3-8, including English Language Learners.**

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(K)=Knowledge (S)=Skill (D)=Disposition

Approved/Revised 10/30/07
**Conceptual Framework**

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework:

![Diagram of the Exemplary Professional Conceptual Framework]

**DIVERSITY**

- CF 1
- This focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 1.2 (S, D)</td>
<td>Demonstrate diverse student learning through differentiated instruction.</td>
<td>F: 5, 7</td>
<td>I: 3, 8</td>
</tr>
</tbody>
</table>

**VALUES**

- CF3
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 3.5 (D)</td>
<td>Create learning opportunities that foster cooperation, support, and individual participation among students.</td>
<td>F: 7, 2</td>
<td>I: 5, 10</td>
</tr>
</tbody>
</table>

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CRITICAL THINKING

• CF4
• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 4.1 (K)</td>
<td>Demonstrate an understanding of a variety of instructional / professional strategies to encourage student development of critical thinking and performance.</td>
<td>F: 4, 7</td>
<td>I: 4</td>
</tr>
<tr>
<td>CF: 4.2 (S)</td>
<td>Demonstrate the use of a variety of instructional / professional strategies to encourage students’ development of critical thinking and performance.</td>
<td>F: 2, 7</td>
<td>I: 4</td>
</tr>
<tr>
<td>CF: 4.3 (D)</td>
<td>Create and foster opportunities for student learners to demonstrate critical thinking and self-directed learning as habits of mind.</td>
<td>F: 4</td>
<td>I: 1, 4</td>
</tr>
</tbody>
</table>

PROFESSIONALISM

• CF 5
• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 5.2 (S)</td>
<td>Use the appropriate pedagogy to provide all students with the opportunity to learn.</td>
<td>F: 7, 9</td>
<td>I: 74</td>
</tr>
<tr>
<td>CF: 5.4 (K, S)</td>
<td>Use major concepts, principles, theories, and research related to the development and acquisition of knowledge and motivation.</td>
<td>F: 7</td>
<td>I: 2</td>
</tr>
<tr>
<td>CF: 5.5 (S)</td>
<td>Construct learning opportunities that support student development and acquisition of knowledge and motivation.</td>
<td>F: 7</td>
<td>I: 5</td>
</tr>
<tr>
<td>CF: 5.6 (S)</td>
<td>Display effective verbal and non-verbal communication techniques to foster valuable interaction in the classroom.</td>
<td>F: 2</td>
<td>I: 6</td>
</tr>
</tbody>
</table>

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**Academic Learning Compact**

**Overall Goals of the Course**

At the completion of this course, Pre-service teachers will be able to:

1. Describe and demonstrate teaching and learning strategies and activities that are used in the social studies to develop students’ creativity. (PEAP #2,4,5,10,11,12; FCS 4.2)
2. Utilize technology and other appropriate materials and resources in planning and implementing social studies instruction. (FCS #7; NCATE #7)
3. Identify and demonstrate knowledge of Sunshine State Standards, strands, and benchmarks in instructional planning for the elementary grade levels. (SSS; FASAC 3.2,3.3;FGTC #4.1-4.7)
4. Identify the strengths and weaknesses of multiple theoretical/philosophical approaches to teaching diverse student populations. (FCS #2; NCATE 1.B.2; PEAP #4; PEAP 35; FASAC 1, 2, 3)
5. Identify instructional biases and bases of prejudice with regard to race, ethnicity, gender, class, exceptionality, and other cultural characteristics in

**Specific Behavioral Objectives**

Students will:

- Participate, analyze their experiences and implement a variety of instructional strategies (e.g. simulations/role playing, dramatics, concept development, student research activities, case studies, cooperative learning, graphic organizers and activities using primary sources, cultural artifacts including works of art and literature).
- Identify and implement a variety of instruction strategies (activities) for teaching social studies which are appropriate for students from diverse backgrounds and with varying needs, interests and learning styles.
- Locate, discuss, analyze, evaluate and implement a variety of social studies teaching resources.
- Plan and teach a unit which incorporates resources and activities that promote active student involvement and makes subject matter comprehensible to students. Unit must include attention to:
  - critical thinking processes
  - multiple perspectives
  - concept development
  - integration with other subjects
  - appropriate developmental level of students
  - special needs of students
  - Effective maintenance of social environment.
- Identify and apply a variety of techniques for assessment of units that are consistent with instruction.
- Incorporate technology into social studies learning.
- Exhibit a commitment to democratic values of dialogue and communication, a respect for freedom of expression, and a tolerance for different points of view.

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### Standard Crosswalk

#### National and State Standards Addressed in the Course

(Florida Department of Education)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral objectives</th>
<th>INTASC Standards</th>
<th>ESOL</th>
<th>FEAPs</th>
<th>PEU Conceptual Framework</th>
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</thead>
<tbody>
<tr>
<td>Reflection Paper Assignment</td>
<td></td>
<td></td>
<td></td>
<td>1,4</td>
<td>CF: 4.1(K); 4.3(D).</td>
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<tr>
<td>Integrated Instructional Plan Description</td>
<td>1,2,3,4,5,6,7,8,10 ESOL (1.1, 3.2, 3.3, 4.2)</td>
<td>1,2,4,5,7,8,9,12</td>
<td></td>
<td>CF: 1.2(S, D); 2.1(S); 3.5(D); 4.1(K); 4.2(S); 4.3(D); 5.2(S); 5.4(K,S); 5.5(S); 5.6(S).</td>
<td></td>
</tr>
<tr>
<td>Museumfest</td>
<td>4,6</td>
<td>ESOL (1.1, 3.2, 3.3, 4.2)</td>
<td>2,4,7,12</td>
<td>CF: 1.2(S, D); 2.1(S); 2.6(S, D); 4.1(K); 4.2(S).</td>
<td></td>
</tr>
<tr>
<td>Three Exams</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>CF: 1.2(S, D); 2.1(S); 3.5(D); 4.1(K); 4.2(S); 4.3(D); 5.2(S); 5.4(K,S); 5.5(S); 5.6(S).</td>
</tr>
</tbody>
</table>

**FTCE Competencies and Skills – 9.1-9; 10.1-6; 11.1-2**

**Competency 1: Knowledge of Foundations of Education, Including History, Sociology, Philosophy, and Psychology**

1. **Skill 1.1** Identify and apply the major historical, Sociological, and Philosophical influences on elementary education.

2. **Skill 1.2** Identify and apply the major psychological influences, including learning theories, on elementary education.

3. **Skill 1.3** Identify the implications of major historical, sociological, philosophical, and psychological foundations of elementary education on the teaching/learning process.

**Competency 2: Knowledge on Child Growth and Development (Social, Moral, Emotional, Physical, Motor, Cognitive, Linguistic) Including Children with Special Needs**

1. **Skill 2.1** Demonstrates knowledge of young children as individuals with feelings, attitudes, and emotions that shape their behavioral responses.

2. **Skill 2.2** Demonstrates knowledge that a child’s gender, home and economic background, special needs, and prior experiences contribute to individual differences and behavior in all areas of development.

**Competency 3: Knowledge of the Pedagogy for Teaching Content Areas.**

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Skill 3.1 Demonstrate the ability to select curricular content and strategies for social studies.

Competency 4: Knowledge of concepts, skills, strategies, and Practices for Effective Teaching as Identified by Research

1. Skill 4.1 Organize the learning environment to provide for effective grouping, individualization.

2. Skill 4.2 Identify and apply skills that contribute to the development of various levels of thinking and problem solving.

3. Skill 4.3 Identify and apply skills necessary to integrate content areas in the instructional process.

4. Skill 1.3 Identify and apply skills necessary to integrate content areas in the instructional process.

5. Skill 1.4 Demonstrate appropriate use of instructional materials.

6. Skill 1.5 Identify and apply models and methods of classroom management and discipline.

Competency 2: Knowledge of child growth and development

Skill 2.1 Recognize young children with feelings, attitudes, and emotions that shape their behavioral responses.

Skill 2.2 Demonstrate on understanding that a child’s prior experiences contribute to individual differences in all areas of development.

Skill 2.3 Demonstrate sensitivity to multicultural children and provide to their needs.

Competency 3: Knowledge of Foundations

Skill 3.1 Write plans that include long-term and short-term objectives, activities, materials, and include long-term and short-term objectives, activities, materials, and instructional and evaluation strategies.

Skill 3.2 Select curricular content that promotes understanding of the structure or nature of this discipline (social studies).

Competency 4: Familiarity with research standards, ethics, practices, and trends.

Skill 4.1 Demonstrate the ability to read, comprehend, and interpret elementary and early childhood professional literature.

Skill 4.2 Demonstrate knowledge of professional and educational trends and issues.

Competency 5: Knowledge of concepts, skills, and strategies necessary for effective teaching in grades one through six.

Skills 5.1 Demonstrate the ability to teach social studies.

⇒ Uses multiple activities, which engage and motivate students at appropriate developmental levels.
⇒ Varies activities to accommodate different student learning needs, developmental levels, experimental backgrounds, linguistic development, and cultural heritage.

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Practices #8 Knowledge of Subject Matter: The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real-world integrated settings. The teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

⇒ Communicates knowledge of subject matter in a manner that enables students to learn.
⇒ Increases subject matter knowledge in order to integrate the learning for students.
⇒ Uses the materials and technologies of the subject field in developing learning activities for students.
⇒ Has planned and conducted collaborative lessons with colleagues from other fields.

Practices #9 Learning Environment: The preprofessional teacher understands the importance of setting up effective learning environments and has techniques and strategies to use to do so including some that provide opportunities for student input into the processes. The teacher understands that she/he will need a variety of techniques and work to increase his/her knowledge and skills.

⇒ Applies the established rules and standards for behaviors consistently and equitably.
⇒ Respects any student’s right to use a home language other than English for academic and social purposes.
⇒ Implements instructional activities to meet cognitive, linguistic, and affective needs.
⇒ Provides clear directions for instructional activities and routines.
⇒ Maintains academic focus of students by use of varied motivational devices.

Practices #10 Planning: Recognizing the importance of setting high expectations for all students, the preprofessional teacher works with other professionals to design learning experiences that meet students’ needs and interests. The teacher candidate continually seeks advice/information from appropriate resources (including feedback), interprets the information, and modifies her/his plans appropriately. Planned instruction incorporates a creative environment and utilizes varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the teacher continuously refines outcome assessment and learning experience.

⇒ Identifies student performance outcomes for planned lessons.
⇒ Plans and conducts lessons with identified student performance and learning outcomes.
Note: Uncomfortable behavior should be reported to the supervising teacher.

1. Teaching Suggestions
   a. Assist students with activities.
   b. Motivate students to learn.
   c. Display a supportive and caring attitude.
   d. Display enthusiasm for teaching and learning.
   e. Utilize positive re-enforcement strategies.
   f. Display willingness to help/assist all students.

Note: File samples of field experience in portfolio.

2d. Candidates know, understand and use the major concepts and models of inquiry from social studies – the integrated study of history, geography, the social sciences (such as anthropology, archaeology, economics, political science, psychology, religion, Mathematics, science, and technology) – to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and independent world.

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**Topical Outline**

1. Social Studies                                               Ch. 1
2. Children in a Democracy                                      Ch. 2
3. Social Studies and Diversity in America                    Ch. 3
4. Setting and Achieving Social Studies Standards             Ch. 4
5. Three Ways to Center the Social Studies Curriculum          Ch. 5
6. Planning for Social Studies Teaching and Learning           Ch. 6
7. Successful Strategies for Social Studies Teaching and Learning Ch. 7
8. Assessing Social Studies Learning                           Ch. 8
9. Inquiry, Discovery, and Problem Solving                     Ch. 9
10. Social Studies and the integrated Curriculum               Ch. 10
11. Exploring Our Geographic World                             Ch. 11
12. Making History Come Alive                                   Ch. 12
13. Social Studies and the Literacy Connection                 Ch. 13
14. Epilogue: Keys to Where We’ve Been                          Ch. 14

**Teaching Methods**

- Lectures
- Groups Discussions/Activities (Specific topics)
- Individualized Instruction
- Inquiry Strategies
- Concept Formation
- Map and Globe Active
- Role-playing
- Microcomputer Activities
- Video tape presentations
- Chapter and Research Assignments
- Group and Individual Chapter Research.

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Course Evaluation

1. Students are expected to attend and participate in all classes discussions. Please see instructor if you must miss class for unforeseeable circumstances. After one absence, grade will be lowered by one grade for each day. (10 points)

2. Integrated instructional plan: This document is a comprehensive social studies teaching plan for a grade level of your choice. It will include the integrated thematic unit and a learning center. The lesson plans will integrate social studies and language arts. The learning center will complement your instructional plan providing for a balanced, learner-centered program. (20 points)

3. Museumfest: This is the culminating activity at which you will display your integrated Instructional plan and learning center and provide handouts of the lesson center for other class members. You will demonstrate your professional teaching skills as you present your material to the class. You will have approximately 15 minutes for your presentation. Each class member will participate by giving constructive feedback about each presentation they attend. (10 points)

4. Reflection Paper: There are many topics discussed in this textbook that you will want to explore further. Pick one topic of interest and do some further research. Write a reflection paper exploring the ways this topic can practically help you in the classroom. (30 points)

5. Three examinations: These include multiple choose questions give you an opportunity to articulate your mastery of the course goals. (30 points)

Total 100 points

Grading

Procedure to determine final grades:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F 59 and Below

Course Policies

Dispositions As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student’s file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student’s department chair. The severity of the behavioral deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.).

Policy Statement on Non-Discrimination It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

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Academic Honor Policy  The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

ADA Compliance  To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

Tentative Course Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Activity</th>
<th>Prior Reading</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Social Studies</td>
<td>Ch.1</td>
<td></td>
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<tr>
<td>2</td>
<td>Children in a Democracy</td>
<td>Ch. 2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Social Studies and Diversity in America</td>
<td>Ch.3</td>
<td></td>
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<tr>
<td>4</td>
<td>Setting and Achieving Social Studies Standards</td>
<td>Ch. 4</td>
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</tr>
<tr>
<td>5</td>
<td>Three Ways to Center the Social Studies Curriculum</td>
<td>Ch. 5</td>
<td>Exam I Ch.1-5)</td>
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<tr>
<td>6</td>
<td>Planning for Social Studies Teaching and Learning</td>
<td>Ch. 6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Successful Strategies for Social Studies Teaching and Learning</td>
<td>Ch. 7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Assessing Social Studies Learning</td>
<td>Ch. 8</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Inquiry, Discovery, and Problem Solving</td>
<td>Ch. 9</td>
<td>Exam II Ch. 6-9)</td>
</tr>
<tr>
<td>10</td>
<td>Social Studies and the integrated Curriculum</td>
<td>Ch.10</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Exploring Our Geographic World and Making History Come Alive</td>
<td>Ch. 11 &amp; 12 Reflection Paper due</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Social Studies and the Literacy Connection &amp;</td>
<td>Ch. 13</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Epilogue: Keys to Where We’ve Been</td>
<td>Ch. 14</td>
<td>Exam III Ch. 10-14)</td>
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<tr>
<td>14</td>
<td>Museumfest- one third of the class</td>
<td></td>
<td>Unit &amp; Lesson plans due</td>
</tr>
<tr>
<td>15</td>
<td>Museumfest- one third of the class</td>
<td></td>
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<tr>
<td>16.</td>
<td>Final Exam</td>
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