DO NOT TYPE IN THIS BOX
Bulletin #: _____
Academic Year: _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a Course Change

PART I. FILL OUT THIS SECTION COMPLETELY

1. **School/College** Arts, Sciences and Education

   Div./Dept. in Which Taught Teaching and Learning

2. PET | 4 | 401 | | 3

   Alpha Prefix | 1st Digit | Last 3 Digits | "C"-lec-lab "L"-Lab | Cr. Hrs.

3. **Present Course Title** Administration of Physical Education and Sport

PART II. FILL OUT CHANGE INFORMATION ONLY **Change Effective** 08 / 26 / 20 19

4a. **New Course Title** Administration of Fitness Operations

b. **New Abbreviated course Title** *(for computer class schedules, transcripts)* Admin of Fitness Oper

LIMITED TO 25 Characters *(including spaces)*

5a. _____ | _____ | _____ | _____

New Alpha Prefix | New 1st Digit | New Last 3 Digits | Change "C"-lec-lab "L"-Lab

5b. Change Credit Hours: From _____ **To** _____

6. **New Catalog Description/Major Topics** *(not to exceed 200 characters including spaces)*
   College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

7. **New Prerequisite(s):** _____

8. **New Corequisite(s):** _____

9. **Explain Reclassification Request:**

   *see attached

10. **Does this proposed change impact the assessment process of a program or certificate? If yes, then send notification to assessment@fiu.edu.**

PROPOSAL REQUESTED BY:

Faculty Contact Alfred Simpson, Jr (Type name) (Signature) 10 / 18 / 20 18

alfred.simpsonjr@fiu.edu (Email address) 305-919-5972 (Phone number)

Chairperson (Dept./Div.) Maria Fernandez (Type name) (Signature) 10 / 22 / 20 18

Chairperson (Curr. Comm.) Kenton Harris (Type name) (Signature) ___ / ___ / 20___

College/School Dean Michael Heithaus (Type name) (Signature) ___ / ___ / 20___

Submit one original form. Attach one copy of the course justification and course syllabus: course description, objectives, learning outcomes, major topics and textbooks.

Course Change Justification.

The new course title reflects the psychomotor domain parameter, thereby expanding introduction to the field to non-school based environment in line with degree and professional certification requirements.

PET 4401 ADMINISTRATION OF FITNESS OPERATIONS

PROFESSOR INFORMATION

Instructor:

E-mail:

COURSE DESCRIPTION AND PURPOSE

This course will provide the physical education major with the ability to plan and implement a business plan (i.e. school based physical education and/or personal training) encompassing the components of leadership, budget, facility management and personnel.

TEXTBOOK

Health Fitness Management
Mike Bates
Second edition
ISBN- 13: 978-0-7360-6205-3
ISBN – 10: 0-7360-6205-X

You may purchase your textbook online at the FIU Bookstore.

COURSE OBJECTIVES

Student Learning Outcomes

After taking this course, students will be able to:

- Explore and understand the impact of small business in society and the history of entrepreneurship.
- Identify a systematic way in which to generate a list of potential business/ program ideas and the initial steps in evaluating the viability of these ideas.
- Identify the steps in analyzing the external environment.
- Define a business/program mission and formulate a consistent strategy for the business/program.
- Develop an actionable financial plan for the business/program.
- Examine several legal issues that impact the founding of a new business/program.
- Identify the practical, process-based actions that must occur to begin business/program operations.
- Establish the accounting systems and processes that are central to the operations in the start-up of a new business.
- Explore the system of human resource management that includes the hiring, inspiring, and managing of personnel.

- Explore why marketing is important and why a new business must seek to make its target customers aware that they have a product or service.

Methods of Measuring Student Learning:

Students will:

- Complete online examinations and chapter quizzes
- Complete Assignments
- Submit a Taskstream project

DEPARTMENT CONCEPTUAL FRAMEWORK

The desired future of the Department of Teaching and Learning at Florida International University is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, professional learning community. The three major outcomes become the lens through which each program organizes learning experiences and contributes to the vision and aim of the College. The outcomes include: a) Unit Content Outcome: Stewards of the Discipline (Knowledge); b) Unit Process Outcome: Reflective Inquirer (Skills); and c) Unit Dispositions Outcome: Mindful Educator (Dispositions). The desired performance learning outcomes, or institutional standards, of teacher candidates at the initial level are aligned with state and professional standards.

IMPORTANT INFORMATION
POLICIES

Please review the FIU's Policies webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

As a member of the FIU community you are expected to be knowledgeable about the behavioral expectations set forth in the FIU Student Code of Conduct.

TECHNICAL REQUIREMENTS AND SKILLS

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "What's Required" webpage to find out more information on this subject.

Please visit our Technical Requirements webpage for additional information.

ACCESSIBILITY AND ACCOMMODATION

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

Please visit our ADA Compliance webpage for information about accessibility involving the tools used in this course.

Please visit the LMS Accessibility webpage for more information: Canvas

All students will be required to access the following websites for the duration of this course:

- Canvas LMS: https://canvas.fiu.edu
- FIU mail: https://mail.fiu.edu

For additional assistance please contact FIU's Disability Resource Center.

ACADEMIC MISCONDUCT STATEMENT

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Academic Misconduct includes: **Cheating** – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. **Plagiarism** – The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

Learn more about the academic integrity policies and procedures as well as student resources that can help you prepare for a successful semester.

STANDARDS OF STUDENT CONDUCT

(1) Student Code of Standards

A University is a learning community following a tradition more than 1,000 year old. Florida International University (the University) is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service.

The University Student Code of Standards and the Statement of Philosophy were developed to embody the values that we hope our students, faculty, staff, administration and alumni will demonstrate. At the same time, the University is strongly committed to freedom of expression. Consequently, the Student Code of Standards and the Statement of Philosophy do not constitute University policy and are not intended to interfere in any way with an individual's academic or personal freedoms. We hope, however, that individuals will respect these common principles thereby contributing to the traditions and scholarly heritage left by those who preceded them making Florida International University a better place for those who follow.

As a member of the University community, we would hope that you would:

- Respect the tradition of academic inquiry, the University's rules of conduct, and its mission.
- Respect the opinions and differences of all members of the FIU community.
- Practice civility and demonstrate conduct that reflects the values of the institution.
- Respect the rights and property of the University and its members.
- Be diligent and honest in your personal and academic endeavors.

EXPECTATIONS OF THIS COURSE

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

COURSE COMMUNICATION

Communication – Communication with the professor will follow these guidelines:

21. Please refer to all course documents and class notes, contact a classmate or e-mail your friend for assistance prior to sending an e-mail to the course professor.

22. When sending e-mails, please follow proper e-mail etiquette (see *E-mail Etiquette below*).
23. Every attempt will be made by the professor to return e-mails within 24 hours. This will be in effect between **10:00 am – 4:00 pm Monday – Friday,** and only while school is in session.
24. When communications are returned, the student may be directed to a resource to attain the information (Canvas, syllabus, handouts, FIU website, and/or announcements made in class).
25. Not receiving communication from the professor **does not** excuse course due dates (quizzes, examinations, written assignments, labs, etc.).

E-mail Etiquette

Proper sentence structure, grammar, and salutations are required in all e-mail communications (no texting, etc.). Review the Core Rules of Netiquette and take the quiz for e-mail guidelines: http://www.albion.com/netiquette/

Subject: Include your name and course name in the Subject. This information facilitates retrieval of your records, thus expediting an e-mail response. E-mails without this information may be returned to the student with a request for correct subject information. An example would read:

Subject: John Doe, PET 4401 - OL

Body: When composing your e-mail. Please preserve the integrity and professional decorum of the course. E-mails expressing anger, inflammatory comments, or a general disrespect for the course policy or professor are not acceptable and will be returned with a request to meet with the professor. E-mails may also be forwarded to the proper University authorities for further disciplinary action.

DISCUSSION FORUMS

Keep in mind that your discussion forum postings will likely be seen by other members of the course. Care should be taken when determining what to post.

ASSESSMENTS

Exams: There are two (2) exams consisting of 50 questions multiple choice. Exams are accessed through Canvas under the PET 4401 "EXAMS" link in the left-hand column. Exams are time and date sensitive. Have a secure internet connection when taking the exam (e.g. do not use your cellphone, do not take it at your place of employment). Students are responsible for completing all assessments by the posted deadlines.

Quizzes: There will be 4(four) quizzes from different chapters, multiple choice. Quizzes are accessed through Canvas under the PET 4401 "QUIZZES" link in the left-hand column. Quizzes

are composed of ~10 questions from each chapter and are time and date sensitive. Have a secure internet connection when taking the exam (e.g. do not use your cell phone, do not take the quizzes at your place of employment). Students are responsible for completing all assessments by the posted deadlines.

To mitigate any issues with your computer and online assessments, it is very important that you take the "Practice Quiz" from each computer you will be using to take your graded quizzes and exams. It is your responsibility to make sure your computer meets the minimum hardware requirements.

Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact FIU Online Support Services.

ASSIGNMENTS

APA Format:

All work needs to follow APA format to receive credit

Use this web site for help formatting electronic citations http://www.apastyle.org/elecsource.html.

Use these sites for traditional paper citations: http://www.apastyle.org/, Purdue OWL, FIU's Center for Excellence in Writing. Any time information from another source is used; the information should be rewritten in your own words and cited correctly. Failing to do so is plagiarism.

GRADING

Course Requirements	Number of Items	Points for Each	Total Points Available
Exams	2	50	100
Quizzes	4	10	40
Discussion/Assignments	6	20	120
Final Project Assignment	1	40	40
Total			**300**

Letter	Range (%)	Letter	Range (%)	Letter	Range (%)
A	95 or above	B	83 - 86	C	70 - 76
A-	90 - 94	B-	80 - 82	D	65 - 69
B+	87 - 89	C+	77 - 79	F	64 or less

COURSE CALENDAR

WEEKLY SCHEDULE

Module	Tasks
Module 1 Due Sept 2nd 11.59pm	Introduction Ch. 1 Recognizing the importance of Leaders and Managers Ch. 2 Understanding the organizational Design • **Assignments**: Business Ideas Generation and Organizational Design
Module 2 Due Sept 16th 11.59 pm	Ch. 3 Recruiting the Best Staff for your Facility Ch. 4 Training and Developing Staff Ch. 5 Managing Staff Performance Ch. 6 Developing a Compensation Program • Quiz: Ch. 3 • **Assignments**: Analyzing your staff needs, create job description, Create compensation Programs; Staff training and assessment of training costs; role of manager in Staff performance; reasons for termination

Module	Tasks
Module 3 Due Sept 30th 11.59pm	Ch. 7 Marketing your Facility Ch. 8 Increase Sales Ch. 9 Focus on Customer Service • Quiz: Ch. 9 • **Assignment**: Marketing for your facility, Sales and Customers Service
Due Oct 14th	**Mid-Term Examination**
Module 4	Ch.10 Retaining Members Through Program Management Ch.11 Generating Revenue Through Profit Centers
Module 5 Due Nov 4th 11.59pm	Ch. 12 Understanding Financial Management Ch. 13 Addressing Health and Safety Concerns Ch. 14 Maintaining your facility • Quiz: Ch.12 • **Assignment**: Create a budget (with all the necessary components, income, taxes financial statements; How you will create a safe environment, manage urgencies, what documentation needs to be used for risk management
Module 6 Due Nov 18th 11.59pm	Ch.15 Choosing the Right Equipment Ch.16 Understanding the Legal and Insurance Issues Ch.17 Evaluating your business • Quiz: Ch.16 **Assignment:** Identify the right questions to be asked when purchasing equipment; What expenses are involved in purchasing the equipment, Identify the legal duty that health and fitness providers owe to their clients, explain the importance of having the right Insurance; evaluate the market your business will be located (population, ages, disposable income, etc.)
Due Dec. 2nd 11.59pm	**Final Examination** **Grade Project/Final Assignment: Complete business plan for your business**

DO NOT TYPE IN THIS BOX
Bulletin #: _____
Academic Year: _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a Course Change

PART I. FILL OUT THIS SECTION COMPLETELY

1. School/College Arts, Sciences and Education

   Div./Dept. in Which Taught Teaching and Learning

2. PET (Alpha Prefix) 4 (1st Digit) 510 (Last 3 Digits) ____ ("C"-lec-lab "L"-Lab) 3 (Cr. Hrs.)

3. Present Course Title Evaluation in Physical Education

PART II. FILL OUT CHANGE INFORMATION ONLY

Change Effective 8 / 26 / 2019

4a. New Course Title Evaluation in Kinesiology

b. New Abbreviated course Title *(for computer class schedules, transcripts)* Evaluation in Kinesiology

LIMITED TO 26 Characters *(including spaces)*

5a. ____ (New Alpha Prefix) ____ (New 1st Digit) ____ (New Last 3 Digits) ____ (Change "C"-lec-lab "L"-Lab)

5b. Change Credit Hours: From ____ To ____

6. New Catalog Description/Major Topics *(not to exceed 200 characters including spaces)*
   College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

   Students will be introduced to methods central to the evaluation of Kinesiology. Content includes but is not limited to: motor skill testing, fitness testing, analysis, statistical concepts and norms

7. New Prerequisite(s): ____

8. New Corequisite(s): ____

9. Explain Reclassification Request:

   More accurately reflects course content and degree content.

10. Does this proposed change impact the assessment process of a program or certificate? If yes, then send notification to assessment@fiu.edu.

PROPOSAL REQUESTED BY:

Faculty Contact Jason Kostrna (Type name) [signature] (Signature) 9 / 26 / 2018

jkostrna@fiu.edu (Email address) (305) 919-4074 (Phone number)

Chairperson (Dept./Div.) Maria Fernandez (Type name) [signature] (Signature) 10 / 22 / 2018

Chairperson (Curr. Comm.) Kenton Harris (Type name) ____ (Signature) ___ / ___ / 20___

College/School Dean Michael Heithaus (Type name) ____ (Signature) ___ / ___ / 20___

Submit one original form. Attach one copy of the course justification and course syllabus: course description, objectives, learning outcomes, major topics and textbooks.

Course change justification PET 4510.

The new course title reflects the psychomotor domain parameter, thereby expanding introduction to the field to non-school based environment in line with degree and professional certification requirements.

Florida International University

Evaluation in Kinesiology (03 credits)
PET4510
Semester:
Location:

Instructor:
Phone:
E-mail:
Office Hours:

I. Purpose of Course

A. Course Description

Students will be introduced to methods central to the evaluation of Kinesiology. Content includes but is not limited to: motor skill testing, fitness testing, analysis, statistical concepts and norms.

B. Course Objectives

Upon completion of this course, students will have demonstrated the following:

1. Knowledge of how to apply evaluation methods to Kinesiology.
2. Knowledge of the basic statistical procedures necessary for analyzing test results in Kinesiology.
3. The skill to compute grades using various systems.
4. Knowledge of the concepts of validity, reliability and objectivity in Kinesiology.
5. The skill to create and execute appropriate plans to teach and assess a specific motor skill in Kinesiology.
6. The skill to administer standardized physical fitness tests.
7. The skill to develop written test items related to the content of movement activities.

C. Course Readings

Evaluation Research in Academic Journals. A practical guide to realistic evaluation. 6th Edition (2014).
Fred Pyrczak
Pyrrczak Publishing
ISBN: 014-0616-0518-06

Weekly online research articles in the field of kinesiology.

D. Main Topics

1. Background for Evaluating Research Reports in Kinesiology
4. Evaluating Introductions and Literature Reviews in Kinesiology
5. A Closer Look at Evaluating Literature Reviews in Kinesiology
6. Evaluating Samples When Researchers Generalize in Kinesiology

7. Evaluating Samples When Researchers Do *Not* Generalize in Kinesiology
8. Evaluating Measures in Kinesiology
9. Evaluating Experimental Procedures in Kinesiology
10. Evaluating Motor Skill Specific Methods and Measures in Kinesiology
11. Evaluating Analysis and Results Sections: Quantitative Research in Kinesiology
12. Evaluating Analysis and Results Sections: Qualitative Research in Kinesiology
13. Evaluating Analysis and Results Sections: Mixed Methods Research in Kinesiology
14. Evaluating Discussion Sections in Kinesiology
15. Evaluating Systematic Reviews and Meta-Analyses in Kinesiology

II. Academic Integrity Statement

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.
Misconduct includes: Cheating – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Plagiarism – The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student, who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

III. DISABILITY RESOURCE CENTER (http://drc.fiu.edu/)

The Disability Resource Center's mission is to provide FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and need assistance or instructional accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center (GC) 190.

DO NOT TYPE IN THIS BOX
Bulletin #: _____
Academic Year: _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a Course Change

PART I. FILL OUT THIS SECTION COMPLETELY

1. **School/College** Arts, Sciences and Education

   Div./Dept. in Which Taught Teaching and Learning

2. PET (Alpha Prefix) | 5 (1st Digit) | 216 (Last 3 Digits) | _____ ("C"-lec-lab "L"-Lab) | 3 (Cr. Hrs.)

3. **Present Course Title** Sports Psychology

PART II. FILL OUT CHANGE INFORMATION ONLY **Change Effective** 8 / 26 / 20 19

4a. **New Course Title** Sport and Exercise Psychology

b. **New Abbreviated course Title** *(for computer class schedules, transcripts)* Sport & Exercise Psych

LIMITED TO 25 Characters *(including spaces)*

5a. _____ (New Alpha Prefix) | _____ (New 1st Digit) | _____ (New Last 3 Digits) | _____ (Change "C"-lec-lab "L"-Lab)

5b. Change Credit Hours: From _____ **To** _____

6. **New Catalog Description/Major Topics** *(not to exceed 200 characters including spaces)*
   College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

7. **New Prerequisite(s):** _____

8. **New Corequisite(s):** _____

9. **Explain Reclassification Request:**

   More accurately reflects course content and program outcomes.

10. **Does this proposed change impact the assessment process of a program or certificate? If yes, then send notification to assessment@fiu.edu.**

PROPOSAL REQUESTED BY:

Faculty Contact Jason Kostrna (Type name) — Jason Kostrna (Signature) — 9 / 26 / 20 18

jkostrna@fiu.edu (Email address) — (305) 919-4074 (Phone number)

Chairperson (Dept./Div.) Maria Fernandez (Type name) — Maria Fernandez (Signature) — 10 / 22 / 20 18

Chairperson (Curr. Comm.) Kenton Harris (Type name) — (Signature) — ___ / ___ / 20___

College/School Dean Michael Heithaus (Type name) — (Signature) — ___ / ___ / 20___

Submit one original form. Attach one copy of the course justification and course syllabus: course description, objectives, learning outcomes, major topics and textbooks.

Course change justification PET 5216.

The new course title reflects the psychomotor domain parameter, thereby expanding introduction to the field to non-school based environment in line with degree and professional certification requirements.

FIU Arts, Sciences & Education | School of Education and Human Development

DEPARTMENT OF TEACHING & LEARNING

Course: PET 5216 Sport and Exercise Psychology

Term:
Day:
Professor:
Office:
E-mail:

Office hrs.

Required Textbook:
Weinberg, R., & Gould, D. Foundations of sport & exercise psychology. Human Kinetics. 6th edition.

Purpose of Course:

This course is designed to provide the student with the knowledge and experiences related to the psychological aspects of sport, exercise and other physical activity. This course is provided to improve the professional practices of students who work with athletes and other participants involved in exercise and other physical activities. This course contributes to the program goals by providing master teachers, sport coaches, personal trainers, athletic trainers and sport science and rehabilitation professionals with a strong theoretical background in the area of sport psychology. The course is required in the graduate Kinesiology & Exercise Science program and may also be taken for three semester hours of credit toward recertification.

Course Objectives:
Upon completion of the course the students will:

1.0 Examine the connections between sport skill learning, athletic performance and character development.

2.0 Understand the role of positive reinforcement, feedback and expectations in athletic performances.

3.0 Understand group dynamics as it applies to exercise/sports/athletics.

4.0 Understand the principles of effective goal setting, relaxation, concentration, and visualization procedures for obtaining peak performance in sport and physical activity.

5.0 Understand the principles related to the psychology of athletic injuries.

6.0 Be able to identify effective leadership and decision-making processes in exercise/sports/athletics.

7.0 Use effective goal setting, relaxation, mental preparation, concentration, and visualization procedures for obtaining peak performance in sport and physical activity.

8.0 Understand the models and issues related to burnout and overtraining in sport and exercise contexts.

Major Topics:

Personality in sport and physical activity
Motivation in sport and physical activity
Arousal, stress, and anxiety in sport and physical activity
Competition and Cooperation in sport and physical activity
Feedback, reinforcement, and intrinsic motivation in sport and physical activity
Group and team dynamics in sport and physical activity
Group cohesion in sport and physical activity
Leadership in sport and physical activity
Communication in sport and physical activity
Introduction to psychological skills training for sport and physical activity
Arousal regulation in sport and physical activity
Imagery in sport and physical activity
Self-confidence in sport and physical activity
Goal setting in sport and physical activity
Concentration in sport and physical activity
Exercise and psychological well-being in sport and physical activity
Exercise behavior and adherence
Athletic injuries and psychology in sport and physical activity
Addictive and unhealthy behaviors in sport and physical activity
Burnout and overtraining in sport and physical activity
Children and sport and exercise psychology
Aggression in sport and exercise
Character development and good sporting behavior.

Course Evaluation

Knowledge Exam (50 points)

The knowledge examination will consist of multiple choice, T/F, short answer, and essay-type questions. The examination will include information covered throughout the course (theoretical and otherwise), including material presented by the students during presentations.

Leadership, Attendance, Participation and Chapter Quizzes (30 points)

This class requires ***reflective student-participation*** and therefore, ***attendance is expected as is textbook and other assigned readings.*** Throughout the semester, at least on a bi-weekly basis, a non-announced, a short chapter quiz will be administered prior to lecture and discussions. **A maximum of 50 points may be obtained throughout the semester.** Quizzes will consist of multiple choice, true/false and short answer. If you are not in attendance when the quiz is administered, you may not complete it for that chapter.

Presentation and Written Research Report (50 points)

DO NOT PROVIDE AN OVERVIEW OF THE CHAPTER IN YOUR PRESENTATION. You must use other resources!

Students will be assigned an out-of-class research field experience which will be supplied by the instructor. Students will be expected to complete the assignments on time and prepare a related class power-point presentation and a written report. This is a small group project. The power-point presentation should include

answers/comments to the following questions/statements:

What was your group to do?
Who were your participants?
Where, when and how was the data collected and analyzed?
What did your group conclude? Did your findings support/contradict research in the area?
How could you improve upon this experience?

One written report will be required from each group of students. In addition to the required exercises and discussion questions included on the assignment, the written report should include insightful analysis of the experience. The length of the written report should not exceed six (15) double-spaced, pages (font must not to be smaller than 12 points). The due date for the written report is contained within the course outline. The written analysis must include personal and ***research-driven material other than what is included within the course textbook.*** The following questions/requirements must be addressed:

1. Include a brief, well-written and current literature review – with other references besides the textbook.

2. An overview of the questions/comments answered in your power-point presentation

3. Did your results support current research about the topic? Provide examples (i.e., compare & contrast) using research references. (You may cite the course textbook but other journal articles etc. are required to substantiate your findings and discussion)

4. Did your observations or research findings expand your present knowledge base concerning coaching, teaching, or competing in athletic contests? Provide explanations & examples.

5. Do you think that completing this assignment will influence your own professional practices? If so, explain and provide examples.

Course Readings

Backhouse, S.H., Ekkekakis, P., Biddle, S.J.H., Foskett, A., & Williams, C. (2007). Exercise makes people feel better but people are inactive: Paradox or artifact? *Journal of Sport & Exercise Psychology, 29,* 498-517.

Bluemke, M., Brand, R., Schweizer, G., & Kahlert, D. (2010). Exercise might be good for me, but i don't feel good about it: Do automatic associations predict exercise behavior? *Journal of Sport & Exercise Psychology, 32*, 137-153.

Boardley, I.D., & Kavussanu, M. (2010). Effects of goal orientation and perceived value of toughness on antisocial behavior in soccer: The mediating role of moral disengagement. *Journal of Sport & Exercise Psychology, 32*, 176-192.

Craft, L.L., Magyar, T.M., Bechker, B.J., & Feltz, D.L. (2003). The relationship between the competitive state anxiety inventory-2 and sport performance: A meta-analysis. *Journal of Sport & Exercise Psychology, 26*, 44-65.

Etnier, J.L, & Chang, Y.-K. (2009). The effect of physical activity on executive function: A brief commentary on definitions, measurement issues, and the current state of the literature. *Journal of Sport & Exercise Psychology, 31,* 469-483. *Journal of Sport & Exercise Psychology, 32,* 753-763.

Feltz, D.L., Kerr, N.L., & Irwin, B.C. (2011). Buddy Up: The Köhler effect applied to health games. *Journal of Sport & Exercise Psychology, 33*, 506-526.

Gapin, J. & Etnier, J.L. (2010). The relationship between physical activity and executive function performance in children with attention-deficit hyperactivity disorder.

Johnson, U., Ekengren, J., & Andersen, M.B. (2005). Injury prevention in Sweden: Helping soccer players at risk. *Journal of Sport & Exercise Psychology*, *27*, 32-38.

Kyllo, L.B. & Landers, D.M. (1995). Goal setting in sport and exercise: A research synthesis to resolve the controversy. *Journal of Sport & Exercise Psychology, 17*, 117-137.

Lazaras, L., Barkoukis, V., Radofinos, A. & Tzorbatzoudis, H. (2010). Predictors of doping intentions in elite-level athletes: A social cognitive approach. *Journal of Sport & Exercise Psychology, 32*, 694-710.

Martinent, G., & Ferrand, C.. (2009). A naturalistic study of directional interpretation process of descrete emotions during high-stakes table tennis matches. *Journal of Sport & Exercise Psychology, 31*, 318-336.

McClung, M. & Collins, D. (2007). "Because I know it will!": Placebo effects of an ergogenic aid on athletic performance. *Journal of Sport & Exercise Psychology, 29*, 382-394.

Neiuwenhuys, A, Pijper, J.R., Oudejans, R.R.D. & Bakker, F.C. (2008). The influence of anxiety on visual attention in climbing. *Journal of Sport & Exercise Psychology, 30*, 171-185.

Podlog, L. & Eklund, R.C. (2010). Returning to competition after a serious injury: The role of selfdetermination.

Journal of Sports Sciences, 28, 819–831.

Sagar, S.S., & Stoeber, J. (2009), Perfectionism, fear of failure, and affective responses to success and failure: The central role of fear of experiencing shame and embarrassment. *Journal of Sport & Exercise Psychology, 31*, 602-627.

Sapieja, K.M., Dunn, J.G.H., and Holt, N.L. (2011). Perfectionism and perceptions of parenting styles in male youth soccer. *Journal of Sport & Exercise Psychology, 33*, 20-39.

Smith, R.E., Smoll, F.L. & Curtis, B. (1979). Coach effectiveness training: A cognitive-behavioral approach to enhancing relationship skills in youth sport coaches. *Journal of Sport Psychology, 1*, 59-75.

Stanger, N., Kavussanu, M., & Ring, C. (2012). Put yourself in their boots: Effects of empathy on emotion and aggression. *Journal of Sport & Exercise Psychology, 34*, 208-222.

Stoeber, J., Uphill, M.A., & Hotham, S.. (2009). Predicting race performance in triathlon: The role of perfectionism, achievement goals, and personal goal setting. *Journal of Sport & Exercise Psychology, 31*, 211-245.

Tod, D., Hardy, J., & Oliver, E. (2011). Effects of self-talk: A systematic review. *Journal of Sport & Exercise Psychology, 33*, 666-687.

ACADEMIC INTEGRITY STATEMENT:

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook. Students who plagiarize or cheat can be charged with academic misconduct. Penalties for academic misconduct can be as severe as dismissal from the University.

Be assured and forewarned that cheating will not be tolerated in this course. All cases of suspected cheating or plagiarism will be referred to the University's Committee on Academic Misconduct. This action is required by all instructors. Regarding the consequences of being found guilty of dishonest academic practice, the instructor shall make an academic judgment about the student's grade on that work and in that course and shall report incidents to the Primary Administrative Officer.

Misconduct includes:

Cheating – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person

with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not.
Plagiarism – The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism. http://www2.fiu.edu/~jms/standards_of_conduct.htm . All submitted assignments will automatically be reviewed by Turnitin, a plagiarism detection service. An originality report will be automatically generated for your instructor's review. Additional information about plagiarism and Turnitin, can be found at this site: http://online.fiu.edu/faculty/resources/plagiarism

All of the following are considered plagiarism:

- Turning in someone else's work as your own.
- Copying words or ideas from someone else without giving credit.
- Failing to put a quotation in quotation marks.
- Giving incorrect information about the source of a quotation.
- Changing words, but copying the sentence structure of a source without giving credit.
- Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not.

DISABILITY RESOURCE CENTER:
The Disability Resource Center's mission is to provide FIU students with disabilities the necessary supports to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and need assistance or instructional accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center (GC) 190.

POLICY FOR ASSIGNING AN INCOMPLETE "I" GRADE
An incomplete grade is a temporary symbol given at the discretion of the instructor for work not completed because of serious and documented interruption not caused by the student's own negligence. An incomplete must be made up as quickly as possible, but no later than two (2) consecutive semesters after the initial taking of the course or it will automatically default to an "F" or the grade that the student earned in the course. There is no extension of the two (2) semester deadline. The student must not register again for the course to make up the incomplete. Students who have incomplete grades on their records must remove the incomplete by the end of the fourth week of the term in which they plan to graduate. Failure to do so will result in a cancellation of graduation.
In such cases where the course instructor determines that it is appropriate to award a student a grade of "I" (incomplete) the following steps must be followed. Using an Official University Form, the course instructor will report the following:

1. The grade earned by the student to date.
2. The missing work and the percentage of the final grade it represents (this requires the details of the specific missing assignment).
3. The date the instructor expects the missing work to be submitted or in the case of an examination, made up.
4. The justification for awarding the grade of "I".
5. Have the student sign the form.
6. Submit the form to the Department Chair and Dean, and maintain a copy for instructor records and provide a copy for the student.
7. Upon satisfying the requirements for a grade, the instructor will sign off on the form and attach it to the change of grade form she or he will submit.

ACADEMIC CALENDAR
Please view the following website for important term deadlines:

http://calendar.fiu.edu/events/index/calendar:academic/

DO NOT TYPE IN THIS BOX
Bulletin #: _____
Academic Year: _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a Course Change

PART I. FILL OUT THIS SECTION COMPLETELY

1. **School/College** Arts, Sciences and Education

   Div./Dept. in Which Taught Teaching and Learning

2. PET (Alpha Prefix) | 6 (1st Digit) | 597 (Last 3 Digits) | _____ ("C"-lec-lab "L"-Lab) | 3 (Cr. Hrs.)

3. **Present Course Title** Survey of Research in Physical Education

PART II. FILL OUT CHANGE INFORMATION ONLY **Change Effective** 8 / 26 / 20 19

4a. **New Course Title** Research in Kinesiology

b. **New Abbreviated course Title** *(for computer class schedules, transcripts)* Research in Kinesiology

LIMITED TO 25 Characters *(including spaces)*

5a. _____ (New Alpha Prefix) | _____ (New 1st Digit) | _____ (New Last 3 Digits) | _____ (Change "C"-lec-lab "L"-Lab)

5b. **Change Credit Hours: From** _____ **To** _____

6. **New Catalog Description/Major Topics** *(not to exceed 200 characters including spaces)*
   College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

   This course covers the methods and techniques used in research in Kinesiology and Physical Education. The emphasis is on effective use of resources and writing techniques.

7. **New Prerequisite(s):** _____

8. **New Corequisite(s):** _____

9. **Explain Reclassification Request:**

   More accurately reflects course content, program outcomes, and degree content.

10. **Does this proposed change impact the assessment process of a program or certificate? If yes, then send notification to assessment@flu.edu.**

PROPOSAL REQUESTED BY:

Faculty Contact Jason Kostrna (Type name) — Jason Kostrna (Signature) — 9 / 26 / 20 18

jkostrna@flu.edu (Email address) — (305) 919-4074 (Phone number)

Chairperson (Dept./Div.) Maria Fernandez (Type name) — Maria Fernandez (Signature) — 10 / 22 / 20 18

Chairperson (Curr. Comm.) Kenton Harris (Type name) — (Signature) — ___ / ___ / 20___

College/School Dean Michael Heithaus (Type name) — (Signature) — ___ / ___ / 20___

Submit one original form. Attach one copy of the course justification and course syllabus: course description, objectives, learning outcomes, major topics and textbooks.

Course change justification PET 6597.

The new course title reflects the psychomotor domain parameter, thereby expanding introduction to the field to non-school based environment in line with degree and professional certification requirements.

COURSE SYLLABUS
RESEARCH IN KINESIOLOGY
PET6597

GENERAL INFORMATION

PROFESSOR INFORMATION

Instructor: **Phone:**

Office: **Fax:**

Office Hours: **Email:**

Website:

COURSE DESCRIPTION AND PURPOSE

The purpose of this course is to introduce students to the basic aspects of reading, evaluating, and writing research in kinesiology. Topics include the understanding of the scientific method, problem selection, literature review, types of research, data presentation and interpretations and scientific writing. In addition, students will learn to the use digital tools to facilitate the planning and implementation of a research project, including the use of specific data bases as well as the utilization of research writing software.

COURSE OBJECTIVES

Through the interaction of the theory and practical application examples, students will be able to:

- ☒ Understand the scientific method, research design, and basic statistical approaches in kinesiology.
- ☒ Identify the skills necessary to perform a thorough search of published scientific literature in kinesiology.
- ☒ Understand the peer review process and apply the knowledge of objectives in kinesiology.
- ☒ Explain how a problem statement is defined as well as the hypothesis, assumptions and limitations of a research study in kinesiology.
- ☒ Identify the ethical issues in research and role of the IRB in kinesiology.
- ☒ Critically evaluate peer-reviewed literature in kinesiology.
- ☒ Explain how a research study is conducted in kinesiology.
- ☒ Approach and solve problems in a scientific way in kinesiology.
- ☒ Describe the methodology of a research project in kinesiology.
- ☒ Recognize the different types of research, strength, limitations and appropriate utilization.
- ☒ Practice the principles of effective scientific writing and data presentation.
- ☒ Understand the concepts of alpha, power, sample size and effect size and how are they use in research planning and evaluation.

- Discuss several types of correlation, the reliability and meaningfulness of correlation coefficients, and the use of correlation for predictions.
- Define the statistical techniques used in situations in which differences among groups are the focus of attention in kinesiology.
- Select the most appropriate format to present data and the corresponding interpretation.
- Recognize the top journals in sports science.
- Understand the process of publication and poster presentations in kinesiology.

TEXTBOOK

Research Methods in Physical Activity. 6th Edition (2011). Required!

Jerry Thomas, Jack Nelson, Stephen Silverman

Human Kinetics

ISBN: 9780736089395

Evaluation Research in Academic Journals. A practical guide to realistic evaluation. 6th Edition (2014). Recommended.

Fred Pyrczak

Pyrrczak Publishing

ISBN: 014-0616-0518-06

You may purchase your textbooks online at the **FIU Bookstore**.

Major Topics

- Introduction to Research in physical activity
- Developing the problem and using the literature in kinesiology
- APA writing style
- Peer review process
- Ethical Issues in research and scholarship
- Presenting the problem
- Formulating the methods in kinesiology
- Historical research in physical activity
- Philosophic research in physical activity
- Research synthesis (Meta-Analysis) in kinesiology
- Experimental and Quasi-Experimental research in kinesiology
- Surveys and other types of descriptive research methods in kinesiology
- Completing the research process in kinesiology
- Ways of reporting research in kinesiology
- Statistical Issues in research planning and evaluation in kinesiology
- Measuring research variables in kinesiology
- Relationships among variables in kinesiology
- Differences among groups in kinesiology

ACADEMIC INTEGRITY STATEMENT:

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Misconduct includes: Cheating – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Plagiarism – The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student, who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

All submitted assignments will automatically be reviewed by Turnitin, a plagiarism detection service. An originality report will be automatically generated for your instructor's review. Additional information about plagiarism and Turnitin, can be found at this site: http://online.fiu.edu/faculty/resources/plagiarism

DISABILITY RESOURCE CENTER: (http://drc.fiu.edu/)

The Disability Resource Center's mission is to provide FIU students with disabilities the necessary supports to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and need assistance or instructional accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center (GC) 190.

POLICY FOR ASSIGNING AN INCOMPLETE "I" GRADE:

An incomplete grade is a temporary symbol given at the discretion of the instructor for work not completed because of serious interruption not caused by the student's own negligence. An incomplete must be made up as quickly as possible, but no later than two (2) consecutive semesters after the initial taking of the course or it will automatically default to an "F" or the grade that the student earned in the course. There is no extension of the two (2) semester deadline. You must not register again for the course to make up the incomplete. If you have an incomplete grade on their records must remove the incomplete by the end of the fourth week of the term in which they plan to graduate. Failure to do so will result in a cancellation of graduation.

In such cases where the course instructor determines that it is appropriate to award a student a grade of "I" (incomplete) the following steps must be followed. Using an Official University Form, the course instructor will report the following:

1. The grade earned by the student to date.
2. The missing work and the percentage of the final grade it represents (this requires the details of the specific missing assignment).
3. The date the instructor expects the missing work to be submitted or in the case of an examination made up.
4. The justification for awarding the grade of "I".
5. Have the student sign the form.
6. Submit the form to the Department Chair and Dean, and maintain a copy for instructor records and provide a copy for the student.
7. Upon satisfying the requirements for a grade, the instructor will sign off on the form and attach it to the change of grade form she or he will submit.

AMENDMENTS TO SYLLABUS

The instructor reserves the right to make changes to this syllabus and the class agenda. If such changes are made, the instructor will upload the updated syllabus version on blackboard.

DO NOT TYPE IN THIS BOX
Bulletin #: _____
Academic Year: _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a Course Change

PART I. FILL OUT THIS SECTION COMPLETELY

1. **School/College** Arts, Sciences and Education

   Div./Dept. in Which Taught Teaching and Learning

2. TSL (Alpha Prefix) | 4 (1st Digit) | 324 (Last 3 Digits) | _____ ("C"-lec-lab "L"-Lab) | _____ (Cr. Hrs.)

3. **Present Course Title** ESOL Issues and Strategies for Content Area Teachers -- GL

PART II. FILL OUT CHANGE INFORMATION ONLY

Change Effective 8 / 26 / 20 18

4a. **New Course Title** _____

b. **New Abbreviated course Title** *(for computer class schedules, transcripts)* _____

LIMITED TO 25 Characters *(including spaces)*

5a. _____ (New Alpha Prefix) | _____ (New 1st Digit) | _____ (New Last 3 Digits) | _____ (Change "C"-lec-lab "L"-Lab)

5b. **Change Credit Hours: From** _____ **To** _____

6. **New Catalog Description/Major Topics** *(not to exceed 200 characters including spaces)*
   College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

   Analysis, application and adaptation of ESOL methods and materials to enhance instruction for linguistically and culturally diverse students. Fulfills META requirements. (Global Learning course)

7. **New Prerequisite(s):** none

8. **New Corequisite(s):** none

9. **Explain Reclassification Request:**

   This is a Global Learning course open to all students; thus, need to remove any prerequisites.

10. **Does this proposed change impact the assessment process of a program or certificate? If yes, then send notification to assessment@fiu.edu.**

PROPOSAL REQUESTED BY:

Faculty Contact Aixa Perez-Prado (Type name) _____ (Signature) 10 / 25 / 20 18

pereza@fiu.edu (Email address) (305)348-3504 (Phone number)

Chairperson (Dept./Div.) Maria Fernandez (Type name) _____ (Signature) 10 / 25 / 20 18

Chairperson (Curr. Comm.) Kenton Harris (Type name) _____ (Signature) ___ / ___ / 20___

College/School Dean Michael Heithaus (Type name) _____ (Signature) ___ / ___ / 20___

Submit one original form. Attach one copy of the course justification and course syllabus: course description, objectives, learning outcomes, major topics and textbooks.

As a Global Learning course, the class is open to all students. The course, however, does still fulfill requirements for programs that do not lead to ESOL endorsement but need an ESOL overview, such as second education programs. The current course description limits the course exclusively to those majoring in Education programs with an ESOL overview requirement, thereby leaving out students interested in Global Learning, ESL related topics, and cross-cultural studies pertinent to other majors on campus.

FIU | FLORIDA INTERNATIONAL UNIVERSITY

Syllabus
Fall 2018
ESOL Issues and Strategies for Content Area Teachers
TSL4324

GENERAL INFORMATION

COURSE DESCRIPTION AND PURPOSE

This course will provide students with a comprehensive analysis, application and adaptation of ESOL methods and materials to enhance instruction for linguistically and culturally diverse students in schools. This course is designed to serve as an overview for university students who will work with English language learners (ELLs) as part of their careers. It is meant to begin the development of the knowledge skills, and dispositions that will enable future school personnel including teachers, counselors, and administrators to select and apply the most effective communication and teaching strategies into all aspects of the school experience. The major goal of this course is to move students from learning about individual elements and aspects of communicating with ELLs to engaging in activities that will focus holistically on the needs of linguistically and culturally diverse students, and the methods, materials, strategies, techniques, and activities most appropriate to assessing and meeting those needs. In moving from the focus of "learning what is already known" to thinking more reflectively and holistically about ELLs as individuals in society, acquisition of ESOL knowledge will assume personal meaning.

The conceptual focus of this course is therefore based on the learner as a self-directed, reflective practitioner and problem solver who can facilitate learning and change within diverse populations and environments.

This course fulfills the ESOL training requirements as outlined by the META consent decree in Florida for content area teachers of ESOL students. Florida Department of Education

Global Learning Course Requirements: this course meets the requirements of a global learning course for FIU

Global Awareness:

Students will be able to demonstrate awareness of diverse ways of teaching and learning in schools by becoming aware of the challenges and conditions of linguistic and cultural minorities in schools in the United States and abroad. They will be exploring the interrelatedness of language, culture, and background knowledge on home/school interactions both internationally and globally.

Assessment Activity:

Students will be given quizzes to measure their understanding of and awareness of the issues surrounding the teaching and learning of English language learner students in schools. The quizzes will be based on assigned articles.

Global Perspective:

Students will be able to analyze different perspectives regarding the role of language and culture within the home and the school environments.

Assessment Activity:

Students will prepare an identity and interview video and analysis essay exploring their own language learning and cultural adaptation process as well as interviewing another person who can offer a different perspective.

Global Engagement:

Students will be able to engage with linguistic and cultural minority children in schools through interactions designed to assist these children with their academic success in the English language.

Assessment Activity:

Students will work for a minimum of six sessions with an English language learner in a field school. They will have developed an action plan to assist the learner and will implement the plan throughout the six working sessions. Students will then critique the plan and reflect on the experience. This is the field assignment for this course to be submitted on Taskstream for assessment.

COURSE OBJECTIVES

Students will be able to:

- Identify the theories of first and second language acquisition
- Recognize how theory relates to practice in second language acquisition
- Describe methods, techniques and strategies that are helpful towards second language acquisition
- Classify English Language Learners according to their needs and abilities
- Evaluate the linguistic and cultural strengths and challenges of English Language Learners in schools
- Explain how to teach English Language Learners effectively in the content areas
- Define what makes a good content and language lesson for English Language Learners

SCHOOL OF EDUCATION - CONCEPTUAL FRAMEWORK

The desired future of the School of Education at Florida International University is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, professional-learning community. The School, therefore, strives to facilitate diverse learning environments where knowledge becomes the means to foster goal attainment for all those involved in the learning process. This process necessitates the highest ethical standards, while emphasizing inquiry as the means-ends connection to enhancing reflective intelligence in a changing social, political, cultural and technological world.â ¨The School of Education is charged to prepare professionals who have the knowledge, abilities, and dispositions to facilitate and enhance learning and development within diverse settings. Consequently, the School promotes and facilitates the discovery, development, documentation, assessment, and dissemination of knowledge related to teaching and learning by developing professional partnerships in the larger community that foster significant educational, social, economic and political change.
â ¨

To achieve "a wisdom" which influences the conduct of life in the unit, the unit views teaching and learning as self-renewal, in other words, as being similar to living things that renew themselves "through action upon the environment" (Dewey, 1916/1944, p. 2). According to John Dewey (1916/1944), "Education, in its broadest sense, is the means of this social continuity of life" (p. 2). Teaching and learning in the unit thus fosters and nurtures a cultivating process, thus giving attention to the conditions of growth (Dewey, 1916/1944, p. 10). Since "We never educate directly, but indirectly by means of the environment" (Dewey, 1916/1944, p. 19), then the faculty in the unit seeks to create the kind of teaching and learning environments that elicit the mental and moral sensibilities consistent with reflective intelligence (that is making candidates' and the faculty's conduct more intelligent).â ¨Teaching and learning as "self-renewal" suggests that we must cultivate the minds of learners and provide them with the rich intellectual, pedagogical, and dispositional soil to grow personally and professionally. This "soil of learning" must, therefore, be tilled with knowledge of subject, professional and pedagogical knowledge and skills, and dispositions, that is, habits of mind.â ¨The educational environment in the unit, conducive to this philosophy, is thus structured to challenge candidates to engage in the habits of thinking that are consistent with reflective inquiry or as termed by Dewey, "the essentials of reflection" (Dewey, 1916/1944, p. 163).â ¨ â ¨

To engage in reflective inquiry presupposes a form of personal, intellectual and social renewal. Consequently, the unit sees a special connection between growth and the application of things already known (subject matter and skills) for the purpose of improving social conditions. This requires candidates' acquisition of dispositions both intellectual and social.â ¨Consequently, teaching and learning as self-renewal is meant to help both candidates and faculty develop relevant intellectual and social dispositions that reinforce their being "mindful" and thoughtful in their professional practice.

TEACHING METHODOLOGY

Unit Outcomes:

(a) Stewards of the Discipline – having the necessary concepts, knowledge and understandings in their respective field of study

(b) Reflective Inquirers – knowing how to use the requisite generic skills needed to apply the content and pedagogical content.

(c) Mindful Educators – being able to apply the dispositions, that is, habits of mind (intellectual, and social) that render professional actions and conduct more intelligent.

TESOL NCATE STANDADARDS

• 1.a. Describing Language
• 1.b Language Acquisition and Development
• 2.a Nature and Role of Culture
• 2.b Cultural Groups and Identity
• 3.a Planning for Standards-Based ESL and Content Instruction
• 3.b Managing and Implementing Standards-based ESL and Content Instr
• 4.a Issues of Assessment for ESL
• 4.b Language Proficiency Assessment
• 5.a ESL Research and History
• 5.b Partnerships and Advocacy
• 5.c Professional Development and Collaboration

Florida ESOL Domains, Standards and Performance Indicators found online. Note: This is an overview class which addresses each of these standards and indicators. Completion of this course does not lead to ESOL endorsement nor is this a course that goes towards ESOL endorsement.

<u>Standards and Performance Indicators by domain (course module)</u>

Florida Educator Accomplished Practices (FEAPs)¨This course assesses the following FEAPs through the field assignment ¨FEAP (a).1.e. uses variety of data, independently and in collaboration with colleagues, to evaluate student learning outcomes, adjust planning and continuously improve the effectiveness of lessons. FEAP (a).2.h Adapts the learning environment to accommodate differing needs and diversity of

students. FEAP (a).4.a Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process; FEAP (a).4.e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s). FEAP (b).5.e. engages in targeted professional growth opportunities and reflective practices.

IMPORTANT INFORMATION

POLICIES

Please review the FIU's Policies webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

TECHNICAL REQUIREMENTS & SKILLS

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "What's Required" webpage to find out more information on this subject.

ACCESSIBILITY AND ACCOMMODATION

Please visit our ADA Compliance webpage for information about accessibility involving the tools used in this course.

For additional assistance please contact FIU's Disability Resource Center.

COURSE PREREQUISITES

There are no prerequisites for this course.

EXPECTATIONS OF THIS COURSE

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

Students are expected to:

- Review the "How to Pass This Class" folder
- Introduce yourself to the class during the first week by posting a self-introduction in the appropriate discussion forum
- Interact regularly online with instructor/s and peers
- Review and follow the course calendar
- Log in to the course 3 times per week
- Respond to discussion board prompts during the module when they are available
- Submit assignments by the corresponding deadlines.

The instructor will:

- Log in to the course a minimum of 4 times per week.
- Respond to Canvas messages as soon as possible.
- Grade assignments within one week of the assignment deadline.

TEXTBOOK

There is no required textbook for this class, readings will be online

---

COURSE COMMUNICATION

Communication in this course will take place via Canvas

Visit our Writing Resources webpage for more information on professional writing and technical communication skills.

DISCUSSION FORUMS

Discussion Forum Expectations:

Keep in mind that your discussion forum postings will likely be seen by other members of the course. Care should be taken when determining what to post.

Each posting should be approximately one paragraph in length and should give a **thoughtful comment** on the topic in question.

Students are expected to post in each forum at least once unless directions indicate otherwise on the particular forum.

Each forum will be open during the weeks that the domain/module is being taught, students are expected to post during those weeks. In other words, discussions that appear in Domain 1: Culture should be posted on during the time that Domain 1:Culture is the focus of the course. **After the domain is no longer the focus of learning in the course, the discussions for said domain will close.**

The discussion postings are graded in terms of pass or fail, one point for each thoughtful discussion posting, going toward the participation grade. Students will get feedback on discussion postings as a group through messages with general comments from the instructor, and occasionally within the discussions area.

ASSESSMENTS

Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact FIU Online Support Services.

Assessment Expectations:

- There are three quizzes in this class: Quiz 1, Quiz 2 & Quiz 3
    - Quiz One will be open week of 5/7-5/13
    - Quiz Two will be open week of 5/14-5/20
    - Quiz Three will be open week of 5/21-5/27
    - Final will be open last week of classes/finals week
- Quiz 1 and 2 will be available for one hour once accessed and can be accessed any time during the week they are open

- Total score will be available for the first two quizzes immediately after submission.
- Quiz 3 scores will be available once all quizzes are graded. Anyone requesting additional information regarding their assessment should contact the instructor through Canvas to arrange a meeting.

Final – the final for this course will be a cumulative exam based on the key concepts and issues covered in this overview course including those in Applied Linguistics, Culture, Methods, Curriculum & Materials and Assessment. The majority of the questions on the final will come from the last two domains in the course. (20%)

ASSIGNMENTS

If you have a question about or have trouble with any of the course requirements please see instructor as early as possible to try to work out a solution to the issueâ

Participation – This grade will be based on online participation. Since this course will meet fully online, it is essential that all students visit the website a minimum of three times a week to read the information in the domain modules, post in the bulletins section, take online quizzes, and reply to the postings of other students and the course instructor as assigned online throughout the semester (10%)

Identity/Interview Videos and Analysis Essays–Students will analyze their own identity as linguistic and cultural persons and explore their language learning and cultural adaptation experiences. They will then interview another person who has a different cultural or linguistic experience. Interviews will be submitted as edited videos and an analysis essay comparing the two experiences and tying information found in the self-analysis and interview to course content regarding linguistic and cultural acquisition as well as methods of language teaching and learning will be submitted. More extensive guidelines for the interview and paper as well as a rubric will be found in the course assignments area. (20%)

Field Assignment/TASKSTREAM – The field assignment in this class involves working with a case study English Language Learner. Students will use multiple assessments to decide what their learner's need the most help with in terms of language acquisition and development and then work closely with the learner throughout the semester to implement lessons, activities and strategies to assist the learner. Students will communicate with the mentor teacher and the learner's caregivers in order to get a better picture of the learner and his or her needs and report progress to the same. In addition, students will keep a reflective journal during the course of working with their learners and engage in professional growth opportunities as they arise throughout the semester. For a detailed explanation of this assignment see online icon, this is also the Taskstream artifact for this class. See the description of the assignment below as well as on Taskstream, the associated FEAPs and ESOL Standards and Competencies, as well as the scoring rubric. Students are also required to upload to Taskstream a log of the field hours they spent in completion of this assignment, and are required to have their supervising teacher sign off at the beginning of the semester that the student may do the assignment in his/her class and again at the end of the semester verifying that it was done according to guidelines. **In other words, the supervising teacher at the field school must read the assignment guidelines in order to agree to allow the FIU student to work one on one a minimum of six times with an ESOL student in the class (ESOL levels 1-4 only), and then read the paper at the end, or at least skim it, to be able to verify that the FIU student did, in fact, write an accurate account of what transpired.** Students must also complete and get the signatures on the green field hours log sheet obtained from the student field office. Alternative placements are possible, please contact instructor the first week of class if you need an alternative placement (30%)

The field assignment for this class will feature a case study of an English Language Learner (ELL). This case study will involve establishing a relationship with an ELL, collecting demographic and biographical data on the learner, collaborating in data collection and sharing assessment information with home, school, and large community as relevant, observing the learner in the classroom and collecting assessment data, conducting multiple assessments with the learner designed to measure English language needs, creating a plan to meet the learner's most immediate linguistic or cultural needs that is based on course theory and practice and takes into account the learner's environment, implementing that plan in the form of lessons over several sessions with the learner and modifying, adapting and improving the implementation as needed based on learner feedback and in collaboration with cooperating teacher, critiquing plan after implementation and sharing results and learner outcomes with home and school, and finally reflecting on the experience as a whole and including further professional development plans to

meet the needs of teaching ELLs in the content area classroom. The reflection should be tied to the theory learned in this course through the online learning modules and/or the text book. This would include second language theory in relationship to the case study, methods that work or don't work, cultural issues, curricular and materials availability and appropriateness, and issues in assessment.

TSL 4324

This artifact assesses:

FEAP s: (a),1.e; (a),2.h; (a), (a),4.a; (a),4,e; (b),5,d; (b), 5, e

ESOL Standard: 3.2

this artifact addresses:

ESOL Domains 1-5 & corresponding Standards

More information will be available online in the course in the how to pass this class folder – taskstream rubric will be there, please follow carefully!

Learning Experiences

Students in this course will engage in a variety of interactive learning activities both online and offline. These activities include posting in online discussion boards, working in small groups to prepare presentations using online and offline communication tools including virtual reality (reflective practitioner), engaging for a prolonged period in the roles of observer, materials developer, lesson planner, and teacher/tutor to an English Language Learner (mindful educator), and reading, discussing and analyzing text and research in the field of TESOL (stewards of the discipline). These activities correlate with the unit outcomes inherent in the conceptual framework of the School of Education at FIU.

Taskstream Message

This course requires you to use a Taskstream account for uploading your critical assignment for the Florida Teacher Certification and other School of Education purposes. Your Taskstream account will be used in many FIU School of Education courses. It also offers you storage space and web folio development for your professional use. School of Education website at http://education.fiu.edu/taskstream provides detailed information and downloadable instructions

- How to purchase a new account
- How to enroll into the program/course
- How to upload your artifact
- How to document your field hours
- Frequently asked questions (FAQs – including, pricing, technical related issues, help information, etc.
- COE provided training workshop schedule

Once you have a Taskstream account, you will need to self-enroll in an assessment program that houses this course. The program code to self-enroll for this course will be available after the first week of class. Please contact the Taskstream office at FIU, number below for Code. The code is also available online in the COE website under taskstream self-enrollment codes.

Please sign up for a Taskstream account once the codes have been posted online

For help, go to TaskStream 800-311-5656 help@taskstream.com (Monday – Thursday, 8:00 am – 11:00 pm ET Friday, 8:00 am – 7:00 pm ET)

TASKSTREAM Information: https://w.taskstream.com/ts/chang28/COE_WEBSITE
CASE Instructional Technology Support is 305-348-2694 or castic@fiu.edu
SEHD Computer Labs, ZEB 165/163

GRADING

Course Requirements	Weight
Participation - ongoing	10%
Quizzes (3, one in each domain, each worth 10%) o Quiz One will be open week 3 o Quiz Two will be open week 6 o Quiz Three will be open week 9	30%
Interview/Identity Video & Essay	20%
Field Experience Case Study	30%
Final last week of classes, finals week open all week	10%

FIU GRADING SCALE WILL BE ADHERED TO – SEE FIU ONLINE POLICIES FOR MORE INFORMATION

IMPORTANT NOTE:

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook. Instructors retain the right to modify the course syllabus for any reason throughout the semester provided that: • fair and adequate notice is given to enrolled students either by e mail, in writing, or through online publishing; • modifications to the syllabus are not arbitrary or capricious; and, • students are not unfairly disadvantaged by mid semester changes to grading standards, attendance standards, or performance Syllabus is subject to change with notice, detailed information for assignments and topics is available in the domains online.

DO NOT TYPE IN THIS BOX
Bulletin #: _____
Academic Year: _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a Course Change

PART I. FILL OUT THIS SECTION COMPLETELY

1. **School/College** Arts, Sciences and Education

   Div./Dept. in Which Taught Teaching and Learning

2. TSL (Alpha Prefix) | 5 (1st Digit) | 361C (Last 3 Digits) | _____ ("C"-lec-lab "L"-Lab) | _____ (Cr. Hrs.)

3. **Present Course Title** TESOL for Secondary Teachers

PART II. FILL OUT CHANGE INFORMATION ONLY

Change Effective 8 / 26 / 20 18

4a. **New Course Title** _____

b. **New Abbreviated course Title** *(for computer class schedules, transcripts)* _____

LIMITED TO 25 Characters *(including spaces)*

5a. _____ (New Alpha Prefix) | _____ (New 1st Digit) | _____ (New Last 3 Digits) | _____ (Change "C"-lec-lab "L"-Lab)

5b. **Change Credit Hours: From** _____ **To** _____

6. **New Catalog Description/Major Topics** *(not to exceed 200 characters including spaces)*
   College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

   Analysis , application and adaptation of ESOL methods to enhance instruction for linguistically and culturally diverse students. Emphasis on secondary level learners. Fulfills META requirements.

7. **New Prerequisite(s):** none

8. **New Corequisite(s):** none

9. **Explain Reclassification Request:**

   This course is open to all students. Thus, requesting to remove Education Program specific info.

10. **Does this proposed change impact the assessment process of a program or certificate? If yes, then send notification to assessment@fiu.edu.**

PROPOSAL REQUESTED BY:

Faculty Contact Aixa Perez-Prado (Type name) _____ (Signature) 10 / 25 / 20 18

pereza@fiu.edu (Email address) (305)348-3504 (Phone number)

Chairperson (Dept./Div.) Maria Fernandez (Type name) _____ (Signature) 10 / 25 / 20 18

Chairperson (Curr. Comm.) Kenton Harris (Type name) _____ (Signature) ____ / ____ / 20____

College/School Dean Michael Heithaus (Type name) _____ (Signature) ____ / ____ / 20____

Submit one original form. Attach one copy of the course justification and course syllabus: course description, objectives, learning outcomes, major topics and textbooks.

As a Global Learning course, the class is open to all students. The course, however, does still fulfill requirements for programs that do not lead to ESOL endorsement but need an ESOL overview, such as second education programs. The current course description limits the course exclusively to those majoring in Education programs with an ESOL overview requirement, thereby leaving out students interested in Global Learning, ESL related topics, and cross-cultural studies pertinent to other majors on campus.

FIU | FLORIDA INTERNATIONAL UNIVERSITY

Syllabus
Fall 2018
TESOL for Secondary Teachers
TSL 5361C

GENERAL INFORMATION

COURSE DESCRIPTION AND PURPOSE

This course will provide students with a comprehensive analysis, application and adaptation of ESOL methods and materials to enhance instruction for linguistically and culturally diverse students in schools. This course is designed to serve as an overview for university students who will work with English language learners (ELLs) as part of their careers. It is meant to begin the development of the knowledge skills, and dispositions that will enable future school personnel including teachers, counselors, and administrators to select and apply the most effective communication and teaching strategies into all aspects of the school experience. The major goal of this course is to move students from learning about individual elements and aspects of communicating with ELLs to engaging in activities that will focus holistically on the needs of linguistically and culturally diverse students, and the methods, materials, strategies, techniques, and activities most appropriate to assessing and meeting those needs. In moving from the focus of "learning what is already known" to thinking more reflectively and holistically about ELLs as individuals in society, acquisition of ESOL knowledge will assume personal meaning.

The conceptual focus of this course is therefore based on the learner as a self-directed, reflective practitioner and problem solver who can facilitate learning and change within diverse populations and environments.

This course fulfills the ESOL training requirements as outlined by the META consent decree in Florida for content area teachers of ESOL students. Florida Department of Education

Global Learning Course Requirements: this course meets the requirements of a global learning course for FIU

Global Awareness:

Students will be able to demonstrate awareness of diverse ways of teaching and learning in schools by becoming aware of the challenges and conditions of linguistic and cultural minorities in schools in the United States and abroad. They will be exploring the interrelatedness of language, culture, and background knowledge on home/school interactions both internationally and globally.

Assessment Activity:

Students will be given quizzes to measure their understanding of and awareness of the issues surrounding the teaching and learning of English language learner students in schools. The quizzes will be based on assigned articles.

Global Perspective:

Students will be able to analyze different perspectives regarding the role of language and culture within the home and the school environments.

Assessment Activity:

Students will prepare an identity and interview video and analysis essay exploring their own language learning and cultural adaptation process as well as interviewing another person who can offer a different perspective.

Global Engagement:

Students will be able to engage with linguistic and cultural minority children in schools through interactions designed to assist these children with their academic success in the English language.

Assessment Activity:

Students will work for a minimum of six sessions with an English language learner in a field school. They will have developed an action plan to assist the learner and will implement the plan throughout the six working sessions. Students will then critique the plan and reflect on the experience. This is the field assignment for this course to be submitted on Taskstream for assessment.

COURSE OBJECTIVES

Students will be able to:

- Identify the theories of first and second language acquisition
- Recognize how theory relates to practice in second language acquisition
- Describe methods, techniques and strategies that are helpful towards second language acquisition
- Classify English Language Learners according to their needs and abilities
- Evaluate the linguistic and cultural strengths and challenges of English Language Learners in schools
- Explain how to teach English Language Learners effectively in the content areas
- Define what makes a good content and language lesson for English Language Learners

SCHOOL OF EDUCATION - CONCEPTUAL FRAMEWORK

The desired future of the School of Education at Florida International University is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, professional-learning community. The School, therefore, strives to facilitate diverse learning environments where knowledge becomes the means to foster goal attainment for all those involved in the learning process. This process necessitates the highest ethical standards, while emphasizing inquiry as the means-ends connection to enhancing reflective intelligence in a changing social, political, cultural and technological world. The School of Education is charged to prepare professionals who have the knowledge, abilities, and dispositions to facilitate and enhance learning and development within diverse settings. Consequently, the School promotes and facilitates the discovery, development, documentation, assessment, and dissemination of knowledge related to teaching and learning by developing professional partnerships in the larger community that foster significant educational, social, economic and political change.
â ¨

To achieve "a wisdom" which influences the conduct of life in the unit, the unit views teaching and learning as self-renewal, in other words, as being similar to living things that renew themselves "through action upon the environment" (Dewey, 1916/1944, p. 2). According to John Dewey (1916/1944), "Education, in its broadest sense, is the means of this social continuity of life" (p. 2). Teaching and learning in the unit thus fosters and nurtures a cultivating process, thus giving attention to the conditions of growth (Dewey, 1916/1944, p. 10). Since "We never educate directly, but indirectly by means of the environment" (Dewey, 1916/1944, p. 19), then the faculty in the unit seeks to create the kind of teaching and learning environments that elicit the mental and moral sensibilities consistent with reflective intelligence (that is making candidates' and the faculty's conduct more intelligent).â ¨Teaching and learning as "self-renewal" suggests that we must cultivate the minds of learners and provide them with the rich intellectual, pedagogical, and dispositional soil to grow personally and professionally. This "soil of learning" must, therefore, be tilled with knowledge of subject, professional and pedagogical knowledge and skills, and dispositions, that is, habits of mind. The educational environment in the unit, conducive to this philosophy, is thus structured to challenge candidates to engage in the habits of thinking that are consistent with reflective inquiry or as termed by Dewey, "the essentials of reflection" (Dewey, 1916/1944, p. 163).

To engage in reflective inquiry presupposes a form of personal, intellectual and social renewal. Consequently, the unit sees a special connection between growth and the application of things already known (subject matter and skills) for the purpose of improving social conditions. This requires candidates' acquisition of dispositions both intellectual and social.â ¨Consequently, teaching and learning as self-renewal is meant to help both candidates and faculty develop relevant intellectual and social dispositions that reinforce their being "mindful" and thoughtful in their professional practice.â ¨â ¨â ¨â ¨

TEACHING METHODOLOGY

Unit Outcomes:

(a) Stewards of the Discipline – having the necessary concepts, knowledge and understandings in their respective field of study

(b) Reflective Inquirers – knowing how to use the requisite generic skills needed to apply the content and pedagogical content.

(c) Mindful Educators – being able to apply the dispositions, that is, habits of mind (intellectual, and social) that render professional actions and conduct more intelligent.

TESOL NCATE STANDADARDS

- 1.a. Describing Language
- 1.b Language Acquisition and Development
- 2.a Nature and Role of Culture
- 2.b Cultural Groups and Identity
- 3.a Planning for Standards-Based ESL and Content Instruction
- 3.b Managing and Implementing Standards-based ESL and Content Instr
- 4.a Issues of Assessment for ESL
- 4.b Language Proficiency Assessment
- 5.a ESL Research and History
- 5.b Partnerships and Advocacy
- 5.c Professional Development and Collaboration

Florida ESOL Domains, Standards and Performance Indicators found online. Note: This is an overview class which addresses each of these standards and indicators. Completion of this course does not lead to ESOL endorsement nor is this a course that goes towards ESOL endorsement.

<u>Standards and Performance Indicators by domain (course module)</u>

Florida Educator Accomplished Practices (FEAPs)¨This course assesses the following FEAPs through the field assignment ¨FEAP (a).1.e. uses variety of data, independently and in collaboration with colleagues, to evaluate student learning outcomes, adjust planning and continuously improve the effectiveness of lessons.â ¨FEAP (a).2.h Adapts the learning environment to accommodate differing needs and diversity of

students. â ¨FEAP (a).4.a Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;â ¨FEAP (a).4.e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)â ¨FEAP (b).5.e . engages in targeted professional growth opportunities and reflective practices.

IMPORTANT INFORMATION

POLICIES

Please review the FIU's Policies webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

TECHNICAL REQUIREMENTS & SKILLS

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "What's Required" webpage to find out more information on this subject.

ACCESSIBILITY AND ACCOMMODATION

Please visit our ADA Compliance webpage for information about accessibility involving the tools used in this course.

For additional assistance please contact FIU's Disability Resource Center.

COURSE PREREQUISITES

There are no prerequisites for this course.

EXPECTATIONS OF THIS COURSE

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

Students are expected to:

- Review the "How to Pass This Class" folder
- Introduce yourself to the class during the first week by posting a self-introduction in the appropriate discussion forum
- Interact regularly online with instructor/s and peers
- Review and follow the course calendar
- Log in to the course 3 times per week
- Respond to discussion board prompts during the module when they are available
- Submit assignments by the corresponding deadlines.

The instructor will:

- Log in to the course a minimum of 4 times per week.
- Respond to Canvas messages as soon as possible.
- Grade assignments within one week of the assignment deadline.

TEXTBOOK

There is no required textbook for this class, readings will be online

---

COURSE COMMUNICATION

Communication in this course will take place via Canvas

Visit our Writing Resources webpage for more information on professional writing and technical communication skills.

DISCUSSION FORUMS

Discussion Forum Expectations:

Keep in mind that your discussion forum postings will likely be seen by other members of the course. Care should be taken when determining what to post.

Each posting should be approximately one paragraph in length and should give a **thoughtful comment** on the topic in question.

Students are expected to post in each forum at least once unless directions indicate otherwise on the particular forum.

Each forum will be open during the weeks that the domain/module is being taught, students are expected to post during those weeks. In other words, discussions that appear in Domain 1: Culture should be posted on during the time that Domain 1:Culture is the focus of the course. **After the domain is no longer the focus of learning in the course, the discussions for said domain will close.**

The discussion postings are graded in terms of pass or fail, one point for each thoughtful discussion posting, going toward the participation grade. Students will get feedback on discussion postings as a group through messages with general comments from the instructor, and occasionally within the discussions area.

ASSESSMENTS

Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact FIU Online Support Services.

Assessment Expectations:

- There are three quizzes in this class: Quiz 1, Quiz 2 & Quiz 3
    - Quiz One will be open week of 5/7-5/13
    - Quiz Two will be open week of 5/14-5/20
    - Quiz Three will be open week of 5/21-5/27
    - Final will be open last week of classes/finals week
- Quiz 1 and 2 will be available for one hour once accessed and can be accessed any time during the week they are open

- Total score will be available for the first two quizzes immediately after submission.
- Quiz 3 scores will be available once all quizzes are graded. Anyone requesting additional information regarding their assessment should contact the instructor through Canvas to arrange a meeting.

Final – the final for this course will be a cumulative exam based on the key concepts and issues covered in this overview course including those in Applied Linguistics, Culture, Methods, Curriculum & Materials and Assessment. The majority of the questions on the final will come from the last two domains in the course. (20%)

ASSIGNMENTS

If you have a question about or have trouble with any of the course requirements please see instructor as early as possible to try to work out a solution to the issueâ

Participation – This grade will be based on online participation. Since this course will meet fully online, it is essential that all students visit the website a minimum of three times a week to read the information in the domain modules, post in the bulletins section, take online quizzes, and reply to the postings of other students and the course instructor as assigned online throughout the semester (10%)

Identity/Interview Videos and Analysis Essays–Students will analyze their own identity as linguistic and cultural persons and explore their language learning and cultural adaptation experiences. They will then interview another person who has a different cultural or linguistic experience. Interviews will be submitted as edited videos and an analysis essay comparing the two experiences and tying information found in the self-analysis and interview to course content regarding linguistic and cultural acquisition as well as methods of language teaching and learning will be submitted. More extensive guidelines for the interview and paper as well as a rubric will be found in the course assignments area. (20%)

Annotated Bibliography (part of **Field Assignment**–case study of ELL)– Create an annotated bibliography of at least five peer reviewed articles in TESOL or a related field that will assist you in your case study. The articles should be research studies or other essays from professionals that help you to teach your ELLs and add context to your understanding of the field.

Field Assignment/TASKSTREAM – The field assignment in this class involves working with a case study English Language Learner. Students will use multiple assessments to decide what their learner's need the most help with in terms of language acquisition and development and then work closely with the learner throughout the semester to implement lessons, activities and strategies to assist the learner. Students will communicate with the mentor teacher and the learner's caregivers in order to get a better picture of the learner and his or her needs and report progress to the same. In addition, students will keep a reflective journal during the course of working with their learners and engage in professional growth opportunities as they arise throughout the semester. For a detailed explanation of this assignment see online icon, this is also the Taskstream artifact for this class. See the description of the assignment below as well as on Taskstream, the associated FEAPs and ESOL Standards and Competencies, as well as the scoring rubric. Students are also required to upload to Taskstream a log of the field hours they spent in completion of this assignment, and are required to have their supervising teacher sign off at the beginning of the semester that the student may do the assignment in his/her class and again at the end of the semester verifying that it was done according to guidelines. **In other words, the supervising teacher at the field school must read the assignment guidelines in order to agree to allow the FIU student to work one on one a minimum of six times with an ESOL student in the class (ESOL levels 1-4 only), and then read the paper at the end, or at least skim it, to be able to verify that the FIU student did, in fact, write an accurate account of what transpired.** Students must also complete and get the signatures on the green field hours log sheet obtained from the student field office. Alternative placements are possible, please contact instructor the first week of class if you need an alternative placement (30%)

The field assignment for this class will feature a case study of an English Language Learner (ELL). This case study will involve establishing a relationship with an ELL, collecting demographic and biographical data on the learner, collaborating in data collection and sharing assessment information with home, school, and large community as relevant, observing the learner in the classroom and collecting assessment data, conducting multiple assessments with the learner designed to measure English language needs, creating a plan to meet the learner's most immediate

linguistic or cultural needs that is based on course theory and practice and takes into account the learner's environment, implementing that plan in the form of lessons over several sessions with the learner and modifying, adapting and improving the implementation as needed based on learner feedback and in collaboration with cooperating teacher, critiquing plan after implementation and sharing results and learner outcomes with home and school, and finally reflecting on the experience as a whole and including further professional development plans to meet the needs of teaching ELLs in the content area classroom. The reflection should be tied to the theory learned in this course through the online learning modules and/or the text book. This would include second language theory in relationship to the case study, methods that work or don't work, cultural issues, curricular and materials availability and appropriateness, and issues in assessment.

TSL 5361C

This artifact assesses:

FEAP s: (a),1.e; (a),2.h; (a), (a),4.a; (a),4,e; (b),5,d; (b), 5, e

ESOL Standard: 3.2

this artifact addresses:

ESOL Domains 1-5 & corresponding Standards

More information will be available online in the course in the how to pass this class folder – taskstream rubric will be there, please follow carefully!

Learning Experiences

Students in this course will engage in a variety of interactive learning activities both online and offline. These activities include posting in online discussion boards, working in small groups to prepare presentations using online and offline communication tools including virtual reality (reflective practitioner), engaging for a prolonged period in the roles of observer, materials developer, lesson planner, and teacher/tutor to an English Language Learner (mindful educator), and reading, discussing and analyzing text and research in the field of TESOL (stewards of the discipline). These activities correlate with the unit outcomes inherent in the conceptual framework of the School of Education at FIU.

Taskstream Message

This course requires you to use a Taskstream account for uploading your critical assignment for the Florida Teacher Certification and other School of Education purposes. Your Taskstream account will be used in many FIU School of Education courses. It also offers you storage space and web folio development for your professional use at School of Education website at http://education.fiu.edu/taskstream provides detailed information and downloadable instructions

- How to purchase a new account
- How to enroll into the program/course
- How to upload your artifact
- How to document your field hours
- Frequently asked questions (FAQs – including, pricing, technical related issues, help information, etc.
- COE provided training workshop schedule

Once you have a Taskstream account, you will need to self-enroll in an assessment program that houses this course. The program code to self-enroll for this course will be available after the first week of class. Please contact the Taskstream office at FIU, number below for Code. The code is also available online in the COE website under taskstream self-enrollment codes.

Please sign up for a Taskstream account once the codes have been posted online

For help, go to TaskStream 800-311-5656 help@taskstream.com (Monday – Thursday, 8:00 am – 11:00 pm ET Friday, 8:00 am – 7:00 pm ET)

TASKSTREAM Information: https://w.taskstream.com/ts/chang28/COE_WEBSITE
CASE Instructional Technology Support is 305-348-2694 or castic@fiu.edu
SEHD Computer Labs, ZEB 165/163

GRADING

Course Requirements	Weight
Participation - ongoing	10%
Quizzes (3, one in each domain, each worth 10%) o Quiz One will be open week 3 o Quiz Two will be open week 6 o Quiz Three will be open week 9	30%
Interview/Identity Video & Essay	20%
Field Experience Case Study **with Annotated Bibliography**	30%
Final last week of classes, finals week open all week	10%

FIU GRADING SCALE WILL BE ADHERED TO – SEE FIU ONLINE POLICIES FOR MORE INFORMATION

IMPORTANT NOTE:

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook. Instructors retain the right to modify the course syllabus for any reason throughout the semester provided that: • fair and adequate notice is given to enrolled students either by e mail, in writing, or through online publishing; • modifications to the syllabus are not arbitrary or capricious; and, • students are not unfairly disadvantaged by mid semester changes to grading standards, attendance standards, or performance Syllabus is subject to change with notice, detailed information for assignments and topics is available in the domains online.

DO NOT TYPE IN THIS BOX
Bulletin #: _____
Academic Year: _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a Course Change

PART I. FILL OUT THIS SECTION COMPLETELY

1. **School/College** Arts, Sciences and Education

   Div./Dept. in Which Taught Teaching and Learning

2. SSE (Alpha Prefix) 4 (1st Digit) 312 (Last 3 Digits) _____ ("C"-lec-lab "L"-Lab) _____ (Cr. Hrs.)

3. **Present Course Title** Content and Methods of Teaching Elementary Social Studies

PART II. FILL OUT CHANGE INFORMATION ONLY **Change Effective** _____ / _____ / 20____

4a. **New Course Title** _____

b. **New Abbreviated course Title** *(for computer class schedules, transcripts)* _____

LIMITED TO 25 Characters *(including spaces)*

5a. _____ (New Alpha Prefix) _____ (New 1st Digit) _____ (New Last 3 Digits) _____ (Change "C"-lec-lab "L"-Lab)

5b. Change Credit Hours: From _____ **To** _____

6. **New Catalog Description/Major Topics** *(not to exceed 200 characters including spaces)*
   College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

   Provides content and methods needed to understand and teach Social Studies from a global, multi-ethnic perspective to elementary students of diverse backgrounds.

7. **New Prerequisite(s):** No prerequisites required.

8. **New Corequisite(s):** _____

9. **Explain Reclassification Request:**

   Removing the restriction requirement will ensure that all students have access to this course for both program tracks leading to timely graduation.

10. **Does this proposed change impact the assessment process of a program or certificate? If yes, then send notification to assessment@fiu.edu.**

PROPOSAL REQUESTED BY:

Faculty Contact Maria Tsalikis (Type name) [signature] (Signature) 12 / 04 / 2018

tsalikim@fiu.edu (Email address) (305) 348-2778 (Phone number)

Chairperson (Dept./Div.) Maria Fernandez (Type name) [signature] (Signature) 12 / 4 / 2018

Chairperson (Curr. Comm.) Kenton Harris (Type name) _____ (Signature) ____ / ____ / 20____

College/School Dean Michael Heithaus (Type name) _____ (Signature) ____ / ____ / 20____

Submit one original form. Attach one copy of the course justification and course syllabus: course description, objectives, learning outcomes, major topics and textbooks.

Justification for Removal of GKT Requirement to Enroll in SSE 4312

The Elementary Education Program is removing the requirement that indicated students must pass the Florida Teacher Competency Exam (FTCE) General Knowledge (GK) test prior to enrolling in the SSE 4312 course. The Elementary Education Program now has a non-certification track. These students need to complete the SSE 4312 course but may not go into traditional teaching settings. Therefore, they will not need to take General Knowledge test. Removing this requirement will ensure that all students have access to this course for both tracks to ensure a timely graduatation.

SSE 4312 - U02 Content and Methods of Teaching Elementary Social Studies
Florida International University
College of Arts, Sciences and Education (CASE)
Department of Teaching and Learning
Elementary Education K-6 (with ESOL Endorsement)

Table of Contents for Syllabus:

Content	Page Number(s)
Course Information	2
Instructor Information & TA Information	2
Required Texts/Resources & Optional, but Recommended/Suggested Resources	2
Course Description & Course Purpose	2
Course Outcomes	3
Course Design and Standards	3-6
Field Placement in Schools	6
Grades, Learning Engagements/Assignments, and Activities	7-36
Grading Scale & Grade Distribution	*8*
Descriptions of Learning Engagement/Assignments	*9-36*
Critical Task #1	*11 & 13-19*
Critical Task #2	*11 & 20-29*
Critical Task #3	*12 & 30-36*
TaskStream Message to Students	37
University Information, Requirements, and Policies	37-41
Additional Helpful Information	41
A Note of Thanks and Acknowledgement	41
Course Calendar	42-47

The instructor reserves the right to change this syllabus and/or course calendar as deemed necessary. Any changes will be made by notification via Canvas and/or by email.

Course Information:

Mode:	Face-to-Face
Time:	Tuesday 5:00pm-7:40pm
Location:	Charles E. Perry (PC) 422
Semester & Year:	Fall 2018
Credits:	3 Hours

Instructor Information:

Name:	Rebecca Christ
Department:	Teaching and Learning
E-mail Address:	rchrist@fiu.edu
Office Hours:	Wednesdays 5pm-8pm; Thursdays 1pm-4pm, or by appointment
Office Location:	ZEB 342A
Telephone:	305-348-0130

TA Information:

Name:	Ginelle Rosenberg

Required Texts/Resources:

- Agarwal-Rangnath, R. (2013). *Social Studies, Literacy, and Social Justice in the Common Core Classroom: A Guide for Teachers.* New York: Teachers College Press. ISBN: 978-0-8077-5408-5
- Takaki, R. & Stefoff, R. [Adapter] (2012). *A Different Mirror for Young People: A History of Multicultural America.* New York: Seven Stories Press. ISBN: 978-1609804169
- Other course readings and/or audio/visual/online media posted on course Canvas site and/or available at the university library
- Access to course Canvas site
- Access to TaskStream (see information below)

Optional, but Recommended/Suggested Resources:

- FTCE Elementary Education K-6 book, 3rd edition (by Rhonda Atkinson, Ph.D., published by the Research & Education Association)
- NCSS Membership (will be discussed in class)
- Technology (please also see note below about technology usage in class)
- Access to Google Drive
- QR Code Scanning App

Course Description (Taken from Course Catalogue):

Provides content and methods needed to understand and teach Social Studies from a global, multi-ethnic perspective to elementary students of diverse backgrounds.

Course Purpose:

This course is designed for students who are currently intending to become (or are exploring the possibility of becoming) elementary teachers. This course pushes students to investigate and increase understandings of social studies curriculum, as well as improve pedagogical practice. Now, as always, social studies is absolutely a pertinent subject matter; social studies is everywhere and in everything we do. This course will also integrate ESOL strategies, and students will additionally learn about integrating social studies content and pedagogy into other subject matters.

Course Outcomes:

Content Outcomes: Becoming Stewards of the Disciplines (Knowledge): The students will become familiar with:

- the idea that democratic, citizenship education is the primary aim of social studies.
- concepts of social understanding and civic efficacy as two main components of citizenship education.
- history, geography, and social sciences as the primary resources for social studies.
- the interrelationship of social studies with the social science disciplines and other disciplines within the field of elementary education.
- national, state, and district social studies curriculum standards and frameworks
- various strategies for effective social studies instruction at the elementary level including strategies for teaching diverse learning styles, ELLs and ESEs.
- understand the impact of racism, stereotyping and discrimination throughout our nations' history and within current societal practices, especially in relation to how these aspects have impact diverse learners in k-6 classrooms.

Process Outcomes: Reflective Inquirer (Skills) The students will:

- develop skills for constructive teaching, in which students construct their own understandings, as a foundation for social studies learning.
- develop a theoretical position vis-à-vis social sciences education, which will serve to guide classroom practice as well as school change
- strengthen critical thinking and decision-making skills by engaging in reflective reading, planning, and instruction
- develop social studies instructional materials and demonstrate their use in the classroom
- develop and incorporate appropriate assessment and evaluation techniques in lessons.
- engage in and plan interdisciplinary social studies lesson plans

The Dispositions Outcome: The students will:

- assess one's own mastery of social studies content knowledge (Reflective Thoughtfulness)
- show a sense of care towards students' diverse experiences in life as well as in the classroom (both positive and negative) that are influenced by their race, gender, socioeconomic status, ability, language, and nation of origin (Empathic Understanding)
- Recognize the wholeness and distinctness of students' and colleagues' ways of seeing the world by being opened minded (Being Open-minded)

Course Design and Standards:

Course Objective(s)	1. Experience and evaluate powerful strategies for teaching social studies in elementary classrooms. 2. Identify the ways in which social studies content is addressed and assessed in social studies text books. 3. Master social studies content knowledge at the level necessary to incorporate this information into an elementary classroom. 4. Practice appropriate ways of creating interdisciplinary lessons for the social studies classroom. 5. Inquire about the state of social studies education in local elementary school classrooms. 6. Create and deliver challenging and engaging social studies lessons. 7. Sequence social studies lesson so that it builds on prior content knowledge as well as transitions instruction for further learning. 8. Identify resources for learning about students' cultural backgrounds, standards for ESOL instruction in the social studies content area, and strategies for teaching and assessing ELLs.

FEAPS Florida Educator Accomplished Practices	1. FEAPS (a) 1.b: Sequences lessons and concepts to ensure coherence and required prior knowledge [assessed] 2. FEAPS (a) 3.a: Deliver engaging and challenging lessons [assessed] 3. FEAPS (a) 3.e: Relate and integrate the subject matter with other disciplines and life experiences [assessed]
PECs Professional Education Competencies	PECs addressed through FEAPs
SACs Subject Area Competencies Soc. Studies Sec. 60	**1. Sec. 60. Soc. Sci. 1: Knowledge of instructional practice and assessment of the social sciences (assessed)** Sec. 60, Soc. Sci. 1.1: Select appropriate recourses for instructional delivery of social science concepts, including complex informational text (addressed) Sec. 60, Soc. Sci. 1.2: Identify appropriate resources for planning for instruction of social science concepts. (addressed) Sec. 60, Soc. Sci. 1.3: Choose appropriate methods for assessing social science concepts. (addressed) Sec. 60, Soc. Sci. 1.4: Determine appropriate learning environments for social science lessons. (addressed) **2. Sec. 60. Soc. Sci. 2: Knowledge of time, continuity, and change (i.e., history) (assessed)** Sec. 60. Soc. Sci. 2.1: Identify and analyze historical events that are related by cause and effect. (addressed) Sec. 60. Soc. Sci. 2.2: Analyze the sequential nature of historical events using timelines. (addressed) Sec. 60. Soc. Sci. 2.3: Analyze examples of primary and secondary source documents for historical perspective. (addressed) Sec. 60. Soc. Sci. 2.4: Analyze the impacts of the cultural contributions and technological developments of Africa; the Americas; Asia, including the Middle East; and Europe. (addressed) Sec. 60. Soc. Sci. 2.5: Identify the significant historical leaders and events that have influenced Eastern and Western civilizations. (addressed) Sec. 60. Soc. Sci. 2.6: Determine the causes and consequences of exploration, settlement, and growth on various cultures. (addressed) Sec. 60. Soc. Sci. 2.7: Interpret the ways that individuals and events have influenced economic, social, and political institutions in the world, nation, or state. (addressed) Sec. 60. Soc. Sci. 2.8: Analyze immigration and settlement patterns that have shaped the history of the United States. (addressed) Sec. 60. Soc. Sci. 2.9: Identify how various cultures contributed to the unique social, cultural, economic, and political features of Florida. (addressed) Sec. 60. Soc. Sci. 2.10: Identify the significant contributions of the early and classical civilizations. (addressed) **3. Sec. 60. Soc. Sci. 3: Knowledge of people, places, and environment (i.e., geography) (assessed)** Sec. 60, Soc. Sci. 3.1: Identify and apply the six essential elements of geography (i.e., the world in spatial terms, places and regions, physical systems, human systems, environment and society, uses of geography), including the specific terms for each element. (addressed) Sec. 60, Soc. Sci. 3. 2: Analyze and interpret maps and other graphic representations of physical and human systems. Sec. 60, Soc. Sci. 3. 3: Identify and evaluate tools and technologies (e.g., maps, globe, GPS, satellite imagery) to acquire, process, and report information from a spatial perspective. (addressed) Sec. 60, Soc. Sci. 3. 4: Interpret statistics that show how places differ in their

	human and physical characteristics. (addressed) Sec. 60, Soc. Sci. 3. 5: Analyze ways in which people adapt to an environment through the production and use of clothing, food, and shelter. (addressed) Sec. 60, Soc. Sci. 3. 6: Determine the ways tools and technological advances affect the environment. (addressed) Sec. 60, Soc. Sci. 3. 7: Identify and analyze physical, cultural, economic, and political reasons for the movement of people in the world, nation, or state. (addressed) Sec. 60, Soc. Sci. 3. 8: Evaluate the impact of transportation and communication networks contribute to the level of economic development in different regions. (addressed) Sec. 60, Soc. Sci. 3. 9: Compare and contrast major regions of the world, nation, or state. (addressed) 4. **Sec. 60. Soc. Sci. 4: Knowledge of government and the citizen (i.e., government and civics) (assessed)** Sec. 60, Soc. Sci. 4.1: Distinguish between the structure, functions, and purposes of federal, state, and local government. (addressed) Sec. 60, Soc. Sci. 4.2: Compare and contrast the rights and responsibilities of a citizen in the world, nation, state, and community. (addressed) Sec. 60, Soc. Sci. 4.3: Identify and interpret major concepts of the U.S. Constitution and other historical documents. (addressed) Sec. 60, Soc. Sci. 4.4: Compare and contrast the ways the legislative, executive, and judicial branches share powers and responsibility. (addressed) Sec. 60, Soc. Sci. 4.5: Analyze the U.S. electoral system and the election process. (addressed) Sec. 60, Soc. Sci. 4.6: Identify and analyze the relationships between social, economic, and political rights and the historical documents that secure these rights in the United States. (addressed) Sec. 60, Soc. Sci. 4.7: Identify and analyze the processes of the U.S. legal system. 5. **Sec. 60. Soc. Sci. 5: Knowledge of production, distribution, and consumption (i.e., economics)** (assessed) Sec. 60. Soc. Sci. 5.1: Determine ways that scarcity affects the choices made by governments and individuals. (addressed) Sec. 60. Soc. Sci. 5.2: Compare and contrast the characteristics and importance of currency. Sec. 60. Soc. Sci. 5.3: Identify and analyze the role of markets from production through distribution to consumption. (addressed) Sec. 60. Soc. Sci. 5.4: Identify and analyze factors to consider when making consumer decisions. (addressed) Sec. 60. Soc. Sci. 5.5: Analyze the economic interdependence between nations (e.g., trade, finance, movement of labor). (addressed) Sec. 60. Soc. Sci. 5.6: Identify human, natural, and capital resources and evaluate how these resources are used in the production of goods and services. (addressed)
UCC Other Uniform Core Curriculum	1. UCC f: Teaching strategies to meet the needs of diverse student populations (addressed) 2. UCC i: Professional ethics (addressed)
ESOL Standards	Assessed ESOL Standards

	1. ESOL 1.1C: Use a range of resources in learning about the cultural experiences of ELL's and their families to guide curriculum. 2. ESOL 1.1D: Understand and apply knowledge about the effects of racism, stereotyping and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency level 3. ESOL 4.1A: Plan for integrated standards-based ESOL and language sensitive content Addressed ESOL Standards 4. ESOL 5.3C: Use various tools and techniques to assess content-area learning for ELLs at varying levels of English language and literacy development
NCSS Standards from the National Council from the Social Studies	Addressed 1. Culture 2. Time, continuity and change, 3. People, places and environments 4. Individual development and identity 5. Individuals, groups, and institutions 6. Power, authority and governance 7. Production, distribution, and consumption 8. Science, technology and society 9. Global connections 10. Civic ideals and practices

Field Placement in Schools:

For this course, there is a 15 hour field experience requirement. **All students must see Monica Rivas (Program Assistant Clinical Experiences) in the Clinical Experiences Office in ZEB 130.** Bring your clearance card and a printed copy of your FIU course schedule**. All students must be fingerprinted prior to receiving a placement.**

Once receiving your placement, you are expected to attend your placement at least one hour each week. A maximum of 3 hours per visit is acceptable. **Students should be able to provide the FIU instructor with information regarding their field placement after the school orientation.**

Throughout the field experience, you are required to maintain the Attendance Log (given to you by the Clinical Experiences Office). For each visit, please write down the number of hours completed and the activities observed in the classroom. After completing your field experience, this form will be signed by your Master Teacher (classroom teacher) and turned into your FIU instructor. **Please turn in for a signature to the FIU Professor by week thirteen (13) of the course.**

A Mandatory Orientation will be held at the actual placement school site where you are assigned (Friday, September 21, 2018 for most schools). During this orientation, the student will be received by school staff, introduced to Master Teacher, and given the rudimentary protocol associated with the field placement experience.

If you do not complete 15 hours of field experience, you will not pass my class. Additional activities related to Critical Task #1 are also required.

Grades, Learning Engagements/Assignments, and Activities

Overview

Learning Engagements/Assignments are due on the date they are listed in this syllabus and/or course calendar unless officially changed by the instructor of this course. All changes in assignment due dates will be made via Canvas announcement and/or e-mail to all students. No late work will be accepted unless under circumstances agreed upon by instructor. If you have an extenuating circumstance, please notify the instructor prior to due dates. (Note: Students are expected to turn in all assignments to the best of their ability, but the instructor reserves the right to request revisions and/or resubmissions. If this is the case, the instructor will notify the student of the request with a new due date. A revision and/or resubmission does not automatically equate to an increased grade or full credit on the assignment).

Most learning engagements are expected to be turned in hardcopy at the beginning of the class session it is due (unless otherwise written below); assignments may also be required to be submitted online via Canvas and/or TaskStream. The instructor will provide more instructions for each learning engagement about how it will be turned in.

The course calendar is also designed so that major assignments are not due on major religious holidays or days of observance (of which the instructor is aware). If your religious needs are not taken into account with this assignment schedule, please contact the instructor to discuss alternative timeframes.

Descriptions of the major assignments are included below and/or will be provided at a later date.

A Note on Citations

You must cite ideas, activities, and words that are not your own. This course uses APA style references. Information about how to cite using APA style can be found in the *Publication Manual of the American Psychological Association (6th Ed.)* and at the Purdue Online Writing Lab found at https://owl.english.purdue.edu/owl/resource/560/01/

A Note on Pseudonyms

When referencing others than yourself (i.e., classroom students and teachers, others in our course), please utilize pseudonyms to shield the identity of the individuals you reference.

Grading Scale

This syllabus either gives you a description of the guidelines for each of the Learning Engagements (e.g., assignments) in this course below or states that you will receive additional information about the assignment and its assessment in the future. Overall, graded assignments will **total 360 points**. Your final grade will be determined based on the percentage of points earned of the total using the following point values:

Learning Engagements/Assignments	Points
1. Attendance	30
2. Diligence and Responsibility (includes Getting to Know You Form, Mid-Semester and End-of-Semester Self-Reflections, class participation & professionalism)	20
3. Weekly Reading Responses	20 (2 points per response X 10 responses)
4. Social Studies and the Young (SSYL) Learner Activity	20
5. Modified Journey Box Activity	20
6. Critical Task #1: Field Experience Activity	50 (10 points per row on rubric [5])
7. Critical Task #2: Unit Plan (Course Final)	150 (10 points per row on the rubric [15])
8. Critical Task #3: Social Studies Competencies and Textbook Analysis	50 (10 points per row on the rubric [5])
Total	**360**

Grade Distribution

Grades for this course will be based on the following grade distribution:

Letter Grade	% Range	Letter Grade	% Range	Letter Grade	% Range
A	92-100	B-	80-81	F	0-59
A-	90-91	C+	78-79		
B+	88-89	C	70-77		
B	82-87	D	60-69		

Descriptions of Learning Engagements/Assignments:

1. **Attendance**

As future teachers, you should make every attempt to be at each class in its entirety. Classes cover a large amount of information, and it is difficult to make this experience up outside of class. Arriving to class more than 10 minutes after class has started will count as an absence, and if you must leave early from class, you are required to give the instructor notice before class begins; otherwise, leaving early will be regarded as an absence.

However, we sometimes get sick or have extenuating circumstances. Please remember, if you are feeling ill to contact the appropriate health services organization. If you have extenuating circumstances, please discuss this with the instructor prior to any expected absence (or continued absence). Official documentation may be requested for any absence. Assignment deadlines, however, may still be valid. It is important for you to communicate with your instructor about any concerns that might affect your attendance and/or performance in the class or in the field experience portion of the semester.

Points will be deducted from the attendance grade for more than one (1) absence.

2. **Diligence and Responsibility**

It is expected that all students will demonstrate diligence and responsibility with respect to preparation for class, timely assignment submissions, active participation in class and on electronic platforms, conducting oneself professionally in class and on electronic platforms, and in regards to other class policies. Not conducting oneself in a diligent, responsible, participatory, and/or professional manner will result in losing points from the Diligence and Responsibility portion of the grade.

Furthermore, the instructor reserves the right to request individual meeting(s) to discuss any unprofessional behavior that arises in class and/or via electronic platforms.

A Note on Participation and Professionalism

I hope that you will find the readings, discussions, and assignments for this course insightful and helpful in your teaching. It is important that you make quality contributions to our classroom dialogue and demonstrate a willingness to engage in social studies activities. It is important for teachers to be reflective—to examine themselves as well as their schools and society—and to continue learning—to continuously improve content knowledge and pedagogical practice. Because of this, throughout the semester we may discuss "difficult" topics. Though challenging, these conversations will be designed to move us all toward greater understanding of the world in which we live, learn, and teach. Students are expected to participate in all discussions and assignments and communicate professionally and thoughtfully both in person and via electronic platforms.

A Note on Obtaining a Responsibility Partner

It is recommended that you exchange your contact information with at least one other peer in the class so that you can contact your peer in case of missing class (this person can provide you with a summary of what you missed in class and/or collect handouts [non-graded items] from class on your behalf). However, you (not your partner) are still responsible for turning in all required assignments by the due date.

A Note on Emailing

All email communications between students and instructor are to use official university-issued email addresses and/or Canvas. Furthermore, students are asked to read the syllabus before emailing the professor with questions about assignment due dates, readings, etc. If it is not on the syllabus, however, students are encouraged to email the instructor. The instructor will make every effort to respond

promptly to emails; however, please be aware that emails sent in the early hours of the morning (e.g. 2:00am) or over the weekend will not receive an immediate reply.

A Note on Technology Usage
Students are encouraged to bring laptops/phones/tablets to class for educational purposes, in-class activities, and note-taking. In some cases, the instructor may specifically request students bring particular device(s) to class to use during an activity, if students have such device(s). However, students will not be penalized for not having any particular kind of technology. Additionally, any device brought to class should not be used during class time to conduct activities not related to the course (e.g., Facebook, emailing, web browsing, etc.)

3. Weekly Reading Responses

Each week (that it is required), you will post 1-2 responses to the readings in a shared space. The responses are due by 11:59pm Monday before class. These responses will help guide classroom discussion time; it also helps me notice topics and/or misconceptions that I need to address. Please respond using these prompts provided below, referencing specific readings and page numbers (use APA citations for all quoted, paraphrased, and referenced material).

- Questions and your initial thoughts/answers
  - Sample Response: ASK QUESTION ABOUT READING (APA IN-TEXT CITATION). This makes me think about _____, but it's still unclear to me. Can we try to answer this question together?
- Points/Concepts you want to discuss further in class
  - Sample Response: I am wondering about _____ (concept, idea, etc.) on page ___ in _____'s article/chapter (APA IN-TEXT CITATION). I think it means _____, but I would like to know more about _____.
- A quote from the reading that you just can't get out of your mind.
  - Sample Response: PROVIDE QUOTATION (APA IN-TEXT CITATION). This quote made me think of _____, and I think it relates to _____.

4. Social Studies and the Young Learner (SSYL) Activity

Social Studies and the Young Learner (SSYL) is a practitioner-oriented journal aimed at helping elementary social studies teachers. In groups of two (or three, if necessary), you will work to "deconstruct" a lesson plan found in the journal and report on the essential elements. You will then present your findings to the class. No article already being read in class can be used for this assignment. More information about this assignment will be provided in class.

5. Modified Journey Box Activity

We will learn in the class how individuals are usually heroified in social studies. Individually you will create a modified "Journey Box" that teaches others about a hero (or a specific group of heroes) beyond the typical narrative. Each student will have to complete this Journey Box Activity on a different hero (or a specific group of heroes); a sign-up system will be implemented in class.

You have three options** for this assignment:

- Choose a "hero" that is commonly taught and create a lesson to teach beyond the typical narrative to humanize the person (e.g., Helen Keller*, Rosa Parks*, Martin Luther King, Jr., Jackie Robinson, George Washington, Thomas Jefferson, Malcolm X, etc.)
- Choose a "hero" that is commonly taught and create a lesson to teach counter to the typical (usually positive) master narrative (e.g. Christopher Columbus*, Thomas Jefferson, Malcolm X, etc.)
- Choose a "hero" that is *not* commonly taught and create a lesson to teach about the contributions this person made to the world (e.g., Irene Morgan, Navajo Code Talkers, someone from the local community, etc.)

**Please Note:* You cannot choose Helen Keller, Rosa Parks, or Christopher Columbus, as we will use examples from their lives in class.

***Please Note:* If you have a great idea beyond these three options, please contact the instructor via email to describe your idea, and the instructor may approve your unique idea.

More information about this assignment and its assessment will be provided in class.

6. **Critical Task #1: Field Experience Activity [Also see Assignment Sheet and Rubric Below]**

This requirement includes a series of activities that you will complete as part of an early field experience internship. The first activity includes an exploration of the population demographics served in this particular placement. In particular you will be asked to outline a process for learning about the cultural experiences of ELL students in their placement as well as gather information about each student's diverse learning style. As part of this assignment you will interview teachers (and/or) K-6 students to learn about the state of social studies at this grade level. Finally, each candidate will develop and administer a lesson plan that incorporates powerful strategies for social studies. Cooperative teachers will provide feedback on this lesson. [See Assignment Sheet and Rubric Below]

7. **Critical Task #2: Unit Plan (Course Final) [Also see Assignment Sheet and Rubric Below]**

Either individually or in-groups you will design a grade appropriate unit plan based on an interdisciplinary theme. The narrative of the unit will indicate your ability to use knowledge about your students' needs, curricular standards, powerful strategies for teaching social studies, and the role of assessment in teaching for student understanding. You are encouraged to focus on themes that include cultural diversity as well as topics that introduce students to the negative impact of racism, stereotyping and discrimination throughout history as well as embedded today. Regardless of the topic, unit narratives must discuss the importance of addressing all students' diverse learning needs; in particular how issues of racism, stereotyping and discrimination impact diverse learners, like ELLs and ESE. You will need to develop 5 interdisciplinary lessons (e.g. math/social studies, science/social studies, literature/social studies, etc.). Each lesson must include strategies for teaching ELL's and ESE. Lesson plans need to indicate how you are incorporating powerful strategies for teaching social studies, including components of lessons that are engaging and challenging, as well as informal and formal techniques for assessing students. The Unit must include the following interdisciplinary lesson plans [See Assignment Sheet and Rubric Below]

(Mathematics Related to Social Studies Lesson)

Construct a mathematics lesson teaching your social studies theme. Mathematic and social studies sunshine standards are required. As part of your field experience you will be asked to engage either a whole class or a group of students in a math-related social studies activity.

(Science Related to Social Studies Lesson)

Devise a lesson where you incorporate science into your social studies theme. Science and social studies standards are required. Include an assessment that is in science that incorporates your unit area. You may use a science text to pull your science activity from

(Teaching Social Studies Through Literacy and the Use of Trade Books)

Step One: Keeping with our theme – Learning from Multiple Stories – your assignment is to choose one theme and find a minimum of four social studies tradebooks addressing this theme. A theme could focus on one location – i.e. four diverse stories one country or region (e.g. West Africa or Central America). Or a theme could focus on an event told from four different

perspectives. Finally, a theme could be a concept – (e.g. stories of different ways individuals celebrate a particular holiday or a particular past time). After you choose your four texts you need to complete the following assignment.

1. Reference and brief summary of each trade book (1 paragraph each)
2. A review of the books (2 paragraphs each) What did you think of the books? What did you like/dislike? What grade level could you use the texts in? What reading level(s) would these texts work best? What would students like/dislike about this text? How does this story represent a particular culture? How can the text challenge or reinforce generalizations of people? Who is missing from this story?
3. A description of the ways you could use these tradebooks in your thematic unit (1-2 paragraphs or a ***well-developed*** list of ideas). You must include a description of how you could use the text to support ELL students.

Step Two: Choose 2 children's books appropriate for the grade level of your theme from these areas: sociology, history, geography, political science, economics, civics, culture, and anthropology: The 2 book areas you choose must be related to the overall theme you are going to use to structure your curriculum unit. Prepare 1 ESOL-related lesson plan that you could instruct with one of these 2 books. Include ESOL strategies, accommodations, proactive learning, and assessments. Include 3 ESOL-related sunshine state standards. Provide the ESOL level for the lesson you are using and the reading level for all of the books as appropriate. You will create an integrated lesson plan for the other trade book you chose using math, science, ESOL, reading, writing, or technology. You must include a product as an assessment at the end of the lesson that will help you grasp your students' level of understanding of social studies content/skills/dispositions. Bring the books to class and be prepared to describe your activities.

****You will teach your ESOL infused lesson in your field placement and reflect on your teaching. See critical task - Field Experience Assignments.***

8. **Critical Task #3: Social Studies Competencies and Textbook Analysis [Also see Assignment Sheet and Rubric Below]**

Candidates will review all social studies competencies for teaching social studies at the k-6 level. They will then examine an elementary social studies text book to determine where they can apply each competency and which competencies are not included in this text. [See Assignment Sheet and Rubric Below]

Assignment: Elementary Social Studies Field Experience Activities

Course: SSE 4312

Explanation of Artifact: A series of activities that each candidate will complete as part of an early field experience internship. The first activity includes an exploration of the population demographics served in this particular placement. In particular the candidate will be asked to outline a process for learning about the cultural experiences of ELL students in their placement as well as gather information about each student's diverse learning style. As part of this assignment candidates will interview teachers (and/or) K-6 students to learn about the state of social studies at this grade level. Finally, each candidate will develop and administer a lesson plan that incorporates powerful strategies for social studies. Cooperative teachers will provide feedback on this lesson.

Critical Task 1: Field Experience Activities

Artifact Objective	1. Create and deliver challenging and engaging social studies lessons. 2. Inquire about the state of social studies education in local elementary school classrooms. 3. Identify resources for learning about students' cultural backgrounds, standards for ESOL instruction in the social studies content area, and strategies for teaching and assessing ELLs.
FEAPs Florida Educator Accomplished Practice	FEAPS (a) 3.A Deliver engaging and challenging Lessons
PECs Professional Education Competencies	PECs addressed through FEAPs
SACs Subject Area Competencies	N/A
UCC Additional Elements of the Uniform Core Curriculum	1. UCC f: Teaching strategies to meet the needs of diverse student populations (addressed) 2. UCC i: Professional ethics (addressed)
ESOL	ESOL 1.1C Use a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction.

SSE 4312
Critical Task 1 – Field Experience Activities

Assignment Part A: Student & Teacher Perceptions of School and Social Studies

Step 1: Demographics
Candidates will describe their field experience school in terms of population, multicultural representation, socio-economic make-up, student/teacher ratios, resources available for teachers/students, special programs, ESE and ELL numbers, after-school programs, etc.
In researching this candidates will need to identify and discuss the resources teachers can use to learn about the cultural experiences of ELL students and their families in order to guide curriculum development and instruction.

Step 2: Interviews and Summaries
The candidate will interview their cooperating teacher and/or students to find out the extent to which social studies is taught at the school, grade level, and classroom. Pseudonyms will be used in place of all names.

The student may ask the teacher the following questions:

1. How often do you teach social studies?
2. What is the focus of your social studies curriculum?
3. Do you integrate social studies with any other subject areas? If yes, which subjects?
4. How do you think your students feel about social studies?
5. Are you able to teach social studies the way you want to teach it? Explain
6. How important do you think social studies is to elementary students?
7. Which social studies units will you be teaching this semester?

The student may ask at least 5 youngsters in his/her class the following questions:

1. What is school?
2. Why do you go to school?
3. What kinds of things do you learn about in social studies?
4. How do you feel about school?
5. Do you like working with maps?
6. Do you like reading?
7. What kind of stories do you like best?
8. What is your favorite subject and why?
9. Which is your least favorite subject and why?
10. What would you like to learn about in social studies?

Part 3: Analysis
After completing the field assignment, candidates will write a summary of the answers received. This summary must include:

1. A description of the types of resources they used to find out about the population, multicultural representation, socio-economic make-up, student/teacher ratios, resources available for teachers/students, special programs, ESE and ELL numbers, after-school programs, etc.
2. Specific information about the types of resources teachers could use to learn about the cultural experiences of ELLs.
3. A reflection on how this information impacted their perspective of social studies instruction and teaching in elementary classrooms.
4. A reflection on how this information will help them in planning future lessons with this class.

Assignment should not exceed 3 pages. Grammatical and spelling errors count.

Assignment B: Teaching Social Studies Lesson Plan

Candidates will create a grade appropriate interdisciplinary social studies lesson plan. Before starting meet with the cooperating teacher to make sure the topic you choose will be useful to the class. The use of literature and/or technology is encouraged. Each candidate will then teach the lesson at his/her field school. The student will then have the cooperating teacher fill out the attached observation form.

Items to be turned in for Assignment 4 include but are not limited to:

1. Lesson plans (Look at items in unit plan checklist)
2. Analysis of lesson taught (a one page analysis, including strengths and opportunities for improvement.)
3. Sample of a student's work
4. Observation form
5. Any supplemental materials used to prepare lessons

Completion of the lesson and observation is a requirement for successfully completing this course.

Please proof read, grammatical and spelling errors count.

FIELD EXPERIENCE
OBSERVATION/ASSESSMENT

Pre-Service Teacher:_____
Date:_____
School:_____ **Observer:**_____
Subject:_____
Grade Level:_____

Description of Task Observed:
_____

	Always	**Sometimes**	**No evidence**
1. The pre-service teacher participates in field experience on a regular basis.			
2. The pre-service teacher exhibits a professional demeanor.			
3. The pre-service teacher communicates in advance with the cooperating teacher about assignments to be completed.			
4. The pre-service teacher is punctual.			
5. The pre-service teacher displays a positive attitude and is enthusiastic and genuinely interested in student progress.			
6. The pre-service teacher uses correct oral and written English.			
7. The pre-service teacher re-directs students' behavior when necessary.			
8. The pre-service teacher works with students whenever possible.			
9. The pre-service teacher takes initiative in the classroom.			
10. The pre-service teacher circulates the classroom to assist students.			

Respond to the following based on the lesson(s) observed.

The pre-service teacher prepares lesson(s) that are challenging, as appropriate for the grade level.
_____Target _____Acceptable _____Unacceptable.

The pre-service teacher prepares lesson(s) that are active and engaging, as appropriate for the grade level.
_____Target _____Acceptable _____Unacceptable.

Based on the observation, identify a main area of strength:
_____

Based on the observation, identify an area where improvement is needed:
_____

Teacher's Signature:_____ Pre-service Teacher's Signature:_____

Please Return to Pre-Service Teacher

Rubric for Critical Task One – Field Experience Activities

Levels/Criteria	Target	Acceptable	Unacceptable	Score/ Level
Demographic Information	There is a detailed explanation of the candidate's field experience school. The candidate has included information about all of the following components: diversity breakdown, socio-economic make-up student/teacher ratios, resources available, special programs, ESE and ELL numbers, after school programs. This description also incorporated additional information that would be helpful for a new teacher in the building.	There is an adequate explanation of the candidate's field experience school. The candidate has included most of the following information: diversity breakdown, socio-economic make-up student/teacher ratios, resources available, special programs, ESE and ELL numbers, after school programs.	There is little or no explanation of the candidate's field experience school.	
Reflection on Social Studies Education at the Elementary Level	The candidate has included a detailed explanation of information gathered through teacher and student interviews and their personal research, including how this relates to the social studies content area.	The candidate has included an adequate explanation of information gathered through teacher and student interviews and their personal research, including how this relates to the social studies content area.	The candidate has not included an explanation of information gathered through teacher and student interviews and their personal research, including how this relates to the social studies content area.	
Reflection on One's Teaching Practice	The candidate has included a detailed explanation of information gathered through teacher and student interviews and their personal research, including how this relates to their future teaching practice.	The candidate has included an adequate explanation of information gathered through teacher and student interviews and their personal research, including how this relates to their future teaching practice.	The candidate has not included an explanation of information gathered through teacher and student interviews and their personal research, including how this relates to their future teaching practice.	

Levels/Criteria	Target	Acceptable	Unacceptable	Score/ Level
FEAPS (a) 3.A Deliver engaging and challenging lessons	Excellent indication that engaging and challenging lessons are incorporated into the unit.	Clear indication that engaging and challenging lessons are incorporated into the unit.	Little or no indication that engaging and challenging lessons are incorporated into the lesson plan.	
ESOL 1.1C Use a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction.	Excellent and compelling description of the range of resources they used to learn about the ELL students and their families at their school placements. Excellent discussion of how they can use that information in planning the units for their curriculum units.	Clear description of the range of resources they used to learn about the ELL students and their families at their school placements. Clear discussion of how they can use that information in planning the units for their curriculum units.	Little or no description of the range of resources they used to learn about the ELL students and their families at their school placements. Little or no discussion of how they can use that information in planning the units for their curriculum units.	

Critical Task 2: Curriculum Unit

Assignment: Elementary Social Studies Curriculum Unit

Course: SSE 4312

Explanation of Artifact: Candidates will design a grade appropriate unit plan based on an interdisciplinary theme. The narrative of the unit will indicate the candidate's ability to use knowledge about their students' needs, curricular standards, powerful strategies for teaching social studies, and the role of assessment in teaching for student understanding. Candidates are encouraged to focus on themes that include cultural diversity and introduce students to the negative impact of racism, stereotyping and discrimination throughout history and prevalent today. Regardless of the topic, unit narratives must discuss the importance of addressing all students' diverse learning needs; in particular how issues of racism, stereotyping and discrimination impact diverse learners, like ELLs and ESE. Candidates will need to develop 5 interdisciplinary lessons (e.g. math/social studies, science/social studies, literature/ social studies, etc.). Each lesson must include strategies for teaching ELL's and ESE. Lesson plans need to indicate how candidates incorporate powerful strategies for teaching social studies, including components of lessons that are engaging and challenging, as well as informal and formal techniques for assessing students.

Artifact Objective	1. Practice appropriate ways of creating interdisciplinary lessons for the social studies classroom. 2. Create and deliver challenging and engaging social studies lessons. 3. Practice appropriate ways of creating interdisciplinary lessons for the social studies classroom. 4. Sequence social studies lesson so that it builds on prior content knowledge as well as transitions instruction for further learning.
FEAPs Florida Educator Accomplished Practice	FEAPS (a) 1.B Sequences lessons and concepts to ensure coherence and required prior knowledge FEAPS (a) 3.E Relate and integrate the subject matter with other disciplines and life experiences
PECs Professional Education Competencies	PECs addressed through FEAPs
SACs Subject Area Competencies	**1. Sec. 60. Soc. Sci. 1: Knowledge of instructional practice and assessment of the social sciences (assessed)** Sec. 60. Soc. Sci. 1.1: Select appropriate resources for instructional delivery of social science concepts, including complex informational text. Sec. 60. Soc. Sci. 1.2: Identify appropriate resources for planning for instruction of social science concepts. Sec. 60. Soc. Sci. 1.3: Choose appropriate methods for assessing social science concepts. Sec. 60. Soc. Sci. 1.4: Determine appropriate learning environments for social science lessons.
UCC	1. UCC f: Teaching strategies to meet the needs of diverse student populations (addressed)

Additional Elements of the Uniform Core Curriculum	
ESOL	ESOL 1.1D Understand and apply knowledge about the effects of racism, stereotyping and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.
	ESOL 4.1A: Plan for integrated standards-based ESOL and language sensitive content

SSE 4312
Critical Task Two

Unit Plan

(Engaging Instructional Strategies – Thematic Unit of Study)

Individually or in groups, design a grade-appropriate unit plan on a social studies theme that extends beyond the social studies. The unit plan should demonstrate your ability to use knowledge of your students' needs, curriculum content, and appropriate teaching strategies. Remember that you are already developing Lesson Plans for Assignments in this class. In addition you have experienced and analyzed additional lesson plans and strategies incorporated into class sessions. You have also been exposed to powerful strategies for teaching ESOL students and incorporating technology into your lesson plans. This project allows you to practice strategies that engage students in reading, writing, thinking about, and investigating social studies content. [Suggestion: look back through your syllabus to review these strategies for lesson inspiration]. You should also include appropriate methods of assessment, and make a compelling use of technology. The inclusion of the Florida Curriculum Frameworks/Sunshine State Standards, and the district's adopted curriculum are necessary components of a successful Unit Plan.

The Unit Plan must include the following components:

- A minimum of five daily lesson plans that address one theme in social studies
- An interdisciplinary math, science, language arts, map and globe skills lesson
- A lesson plan directed towards supporting ESOL instruction in the Social Studies Content Area; NOTE: ESOL strategies must be include in all of the lesson plans.
- A relevant text book at grade level (think of the textbook you used for your competency activity), two sources accessed via computer, two trade books, and two other social studies resources

You will also include a narrative at the beginning of the unit. The narrative must include the following information:

- A summary of how the lessons all relate to the theme. Make sure to explain how the sequencing of the lessons and concepts was designed to ensure coherence and required prior knowledge.
- A description of the links between student needs, subject matter, methods, and assessment strategies. You should incorporate strategies, modifications, and extensions for teaching students with different learning styles, ELLs and ESE.
- Linkages to national, state, and district standards
- Field trips or special activities you might provide to support content in this unit.
- A discussion of how you incorporated multiple forms of formative, summative, traditional and authentic assessments throughout the unit to measure student understand and a reflection on how teachers can revise instruction based on these results.
- A discussion about how the unit requires knowledge of or incorporates lessons demonstrate the effects of racism, stereotyping, and discrimination..
    - You must discuss how these activities create a classroom community to incorporate diverse learners. In this section discuss how the unit addresses stereotypes and discrimination as it relates to teaching students from diverse religious or cultural backgrounds, in teaching ELLs from different backgrounds and at varying English proficiency levels, and ESE students in your schools.
- **You must include one of the following:**
    - A photograph and description of a bulletin board you created to address your topic.
    - A photograph and description of a learning center you created to address your topic.
    - A description and link to a webquest you created to address your topic.

Requirements for Lesson Plans Section:

- You must have five lesson plans
- Must include social studies, language arts, reading, science, and math
- Must include some use of technology by students (Internet a good idea)
- Lessons must follow the lesson plan format established in this course
- Include a list of the NCSS themes and NGSSS standards
- The subject, grade level and length of lesson
- ESOL and ESE strategies

- Objectives
- Learning Plan = the activities you will use; a set/hook, body and closure; a step-by-step list of procedures including questions you will ask to probe for understanding; a description of how you will group students for participating in class activities.
- Assessments (with accommodations for ESOL and ESE)
- All of the materials you will use (worksheets, readings, art supplies, etc.)
- FEAPS covered

This assignment must be computer generated and presented in a binder. Please proof read, spelling and grammatical errors count.

Rubric For Critical Task Two – Unit Plan

Levels/Criteria	Mastery	Proficient	Limited	Score/ Level
Goal and Objectives	Essential goal, compelling to students. Objectives entirely reachable, and promote in-depth investigation, critical thinking, and allow for multiple viewpoints.	Clear goal, pertains to students. Clear objectives that can be reached, are engaging and interesting, allow for opposing viewpoints.	Goal unclear, does not pertain to students. Vaguely stated objectives, too many to address.	
Connection to Standards FDOE Competencies Sec. 60 So. Sci. Sec. 60. Soc. Sci. 1: Knowledge of instructional practice and assessment of the social sciences Indicator 1.2: Identify appropriate resources for planning for instruction of social science concepts.	Standards have been chosen in a coherent manner to create a lesson plan that will positively affect student achievement.	Thoughtfully chosen standards, which provide organization and focus for the lesson.	Laundry list of standards (or none) that is impossible to achieve. Not grade level specific.	
Unit design & instructions	The unit plan design & instructions are clear, well organized, and sequentially arranged to assure that student address the goal in a thoughtful, organized way.	The unit plan design & instructions are clear, related to the unit goal and objectives.	The unit plan design & instructions are vague & incomplete.	

Activities FDOE Competencies Sec. 60 So. Sci. Sec. 60. Soc. Sci. 1: Knowledge of instructional practice and assessment of the social sciences Indicator - 1.4: Determine appropriate learning environments for social science lessons.	Activities have a real connection to the goal and objectives, and allow students to analyze, synthesize, and extend their understanding of the essential questions. Instructions are geared to consider individual student needs, language or cultural background.	Activities have a real connection to the goal and objectives, and engage students. Instructions take into account individual student needs, language or cultural background	Activities have little or no connection to the goal and objectives. Instructions have no variation for individual student needs, language or cultural background.	
Technology Integration Strategies	Technology integration supports the unit goal and objectives in a compelling way.	Technology and unit goal and objectives are integrated, and the use of technology is an effective method for learning the curriculum content.	Technology used does not support the unit goal and objectives, and is unrelated to the curriculum content.* Little or no relationship between assessment and unit goal and objectives.	

Assessment Sec. 60. Soc. Sci. 1: Knowledge of instructional practice and assessment of the social sciences Indicator -1.3: Choose appropriate methods for assessing social science concepts.	Relationship between assessment and unit goal and objectives not only clear, but compelling and relevant, asking students to create thoughtful responses. Alternative measures of assessment clearly related to lesson goal and objectives.	Clear relationship between assessment and unit goal and objectives, alternative measures of assessment clearly related to lesson goal and objectives.	Little or no relationship between assessment and unit goal and objectives.	
FEAPS (a) 1.B Sequences lessons and concepts to ensure coherence and required prior knowledge	Excellent description of the sequence of the lessons within the unit, including a complete and compelling discussion of what prior knowledge students would need to know, why individual lessons are placed in which order and how concepts and skills build from one lesson to the next.	Clear description of the sequence of the lessons within the unit, including a discussion of what prior knowledge students would need to know, why individual lessons are placed in which order and how concepts and skills build from one lesson to the next.	Little or no description of the sequence of lessons as well as little or no discussion over what prior knowledge students would need to no or how concepts and skills build from one lesson to the next.	

FEAPS (a) 3.A Deliver engaging and challenging Lessons	Excellent indication that engaging and challenging lessons are incorporated into the unit.	Clear indication that engaging and challenging lessons are incorporated into the unit.	Little or no indication that engaging and challenging lessons are incorporated into the lesson plan.	
FEAPS (a) 3.E Relate and integrate the subject matter with other disciplines and life experiences	Excellent coverage and appropriate integration of multiple subject disciplines in addition to social studies in lessons throughout the unit. : e.g. math, science, art, physical education and language arts	Clearly incorporated the integration of multiple subject disciplines in addition to social studies in lessons throughout the unit. : e.g. math, science, art, physical education and language arts	Little or no integration of multiple subject disciplines in addition to social studies in lessons throughout the unit. : e.g. math, science, art, physical education and language arts	
ESOL 1.1D Understand and apply knowledge about the effects of racism, stereotyping and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.	Contains an excellent, compelling narrative that indicates how this unit applies one's knowledge about the effects of racism, stereotyping and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.	Contains a clear narrative that indicates how this unit applies one's knowledge about the effects of racism, stereotyping and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.	Contains little or no narrative that indicates how this unit applies one's knowledge about the effects of racism, stereotyping and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels	
ESOL 4.1A: Plan for integrated standards-based ESOL and language sensitive content	The ESOL infused lesson plan provides detailed instructions of how standards-based strategies and language sensitive content is addressed. There is compelling evidence that ESOL strategies are incorporated throughout all 5 lessons.	The ESOL infused lesson plan provides adequate instructions of how standards-based strategies and language sensitive content is addressed. There is adequate evidence that ESOL strategies are incorporated throughout all 5 lessons.	The ESOL infused lesson plan does not provide detailed instructions of how standards-based strategies and language sensitive content is addressed. There is no evidence that ESOL strategies are incorporated throughout all 5 lessons.	

FEAPS (a) 3.A Deliver engaging and challenging Lessons	Excellent indication that engaging and challenging lessons are incorporated into the unit.	Clear indication that engaging and challenging lessons are incorporated into the unit.	Little or no indication that engaging and challenging lessons are incorporated into the lesson plan.	
FEAPS (a) 3.E Relate and integrate the subject matter with other disciplines and life experiences	Excellent coverage and appropriate integration of multiple subject disciplines in addition to social studies in lessons throughout the unit. : e.g. math, science, art, physical education and language arts	Clearly incorporated the integration of multiple subject disciplines in addition to social studies in lessons throughout the unit. : e.g. math, science, art, physical education and language arts	Little or no integration of multiple subject disciplines in addition to social studies in lessons throughout the unit. : e.g. math, science, art, physical education and language arts	
ESOL 1.1D Understand and apply knowledge about the effects of racism, stereotyping and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.	Contains an excellent, compelling narrative that indicates how this unit applies one's knowledge about the effects of racism, stereotyping and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.	Contains a clear narrative that indicates how this unit applies one's knowledge about the effects of racism, stereotyping and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.	Contains little or no narrative that indicates how this unit applies one's knowledge about the effects of racism, stereotyping and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels	
ESOL 4.1A: Plan for integrated standards-based ESOL and language sensitive content	The ESOL infused lesson plan provides detailed instructions of how standards-based strategies and language sensitive content is addressed. There is compelling evidence that ESOL strategies are incorporated throughout all 5 lessons.	The ESOL infused lesson plan provides adequate instructions of how standards-based strategies and language sensitive content is addressed. There is adequate evidence that ESOL strategies are incorporated throughout all 5 lessons.	The ESOL infused lesson plan does not provide detailed instructions of how standards-based strategies and language sensitive content is addressed. There is no evidence that ESOL strategies are incorporated throughout all 5 lessons.	

Critical Task 3: Social Studies Competencies and Textbook Analysis

Assignment: Elementary Social Studies Competencies and Textbook Analysis

Course: SSE 4312

Explanation of Artifact: Candidates will review all social studies competencies for teaching social studies at the k-6 level. They will then examine an elementary social studies text book to determine where they can apply each competency and which competencies are not included in this text.

Artifact Objective	9. Master social studies content knowledge at the level necessary to incorporate this information into an elementary classroom.
FEAPs Florida Educator Accomplished Practice	N/A
PECs Professional Education Competencies	PECs addressed through FEAPs
SACs Subject Area Competencies	Sec.60. Soc. Sci. 7-11 (assessed)
SACs Subject Area Competencies Soc. Studies Sec. 60	**1. Sec. 60. Soc. Sci. 1: Knowledge of instructional practice and assessment of the social sciences. (addressed)** Sec. 60. Soc. Sci. 1.1: Select appropriate resources for instructional delivery of social science concepts, including complex informational text. **2. Sec. 60. Soc. Sci. 2: Knowledge of time, continuity, and change (i.e., history) (assessed)** Sec. 60. Soc. Sci. 2.1: Identify and analyze historical events that are related by cause and effect. Sec. 60. Soc. Sci. 2.2: Analyze the sequential nature of historical events using timelines. Sec. 60. Soc. Sci. 2.3: Analyze examples of primary and secondary source documents for historical perspective. Sec. 60. Soc. Sci. 2.4: Analyze the impacts of the cultural contributions and technological developments of Africa; the Americas; Asia, including the Middle East; and Europe. Sec. 60. Soc. Sci. 2.5: Identify the significant historical leaders and events that have influenced Eastern and Western civilizations. Sec. 60. Soc. Sci. 2.6: Determine the causes and consequences of exploration, settlement, and growth on various cultures. Sec. 60. Soc. Sci. 2.7: Interpret the ways that individuals and events have influenced economic, social, and political institutions in the world, nation, or state. Sec. 60. Soc. Sci. 2.8: Analyze immigration and settlement patterns that have shaped the history of the United States. Sec. 60. Soc. Sci. 2.9: Identify how various cultures contributed to the unique social, cultural, economic, and political features of Florida. Sec. 60. Soc. Sci. 2.10: Identify the significant contributions of the early and classical civilizations. **3. Sec. 60. Soc. Sci. 3: Knowledge of people, places, and environment**

	(i.e., geography) (assessed) Sec. 60, Soc. Sci. 3.1: Identify and apply the six essential elements of geography (i.e., the world in spatial terms, places and regions, physical systems, human systems, environment and society, uses of geography), including the specific terms for each element. (addressed) Sec. 60, Soc. Sci. 3. 2: Analyze and interpret maps and other graphic representations of physical and human systems. Sec. 60, Soc. Sci. 3. 3: Identify and evaluate tools and technologies (e.g., maps, globe, GPS, satellite imagery) to acquire, process, and report information from a spatial perspective. (addressed) Sec. 60, Soc. Sci. 3. 4: Interpret statistics that show how places differ in their human and physical characteristics. (addressed) Sec. 60, Soc. Sci. 3. 5: Analyze ways in which people adapt to an environment through the production and use of clothing, food, and shelter. (addressed) Sec. 60, Soc. Sci. 3. 6: Determine the ways tools and technological advances affect the environment. (addressed) Sec. 60, Soc. Sci. 3. 7: Identify and analyze physical, cultural, economic, and political reasons for the movement of people in the world, nation, or state. (addressed) Sec. 60, Soc. Sci. 3. 8: Evaluate the impact of transportation and communication networks contribute to the level of economic development in different regions. (addressed) Sec. 60, Soc. Sci. 3. 9: Compare and contrast major regions of the world, nation, or state. (addressed) 4. **Sec. 60. Soc. Sci. 4: Knowledge of government and the citizen (i.e., government and civics) (assessed)** Sec. 60, Soc. Sci. 4.1: Distinguish between the structure, functions, and purposes of federal, state, and local government. (addressed) Sec. 60, Soc. Sci. 4.2: Compare and contrast the rights and responsibilities of a citizen in the world, nation, state, and community. (addressed) Sec. 60, Soc. Sci. 4.3: Identify and interpret major concepts of the U.S. Constitution and other historical documents. (addressed) Sec. 60, Soc. Sci. 4.4: Compare and contrast the ways the legislative, executive, and judicial branches share powers and responsibility. (addressed) Sec. 60, Soc. Sci. 4.5: Analyze the U.S. electoral system and the election process. (addressed) Sec. 60, Soc. Sci. 4.6: Identify and analyze the relationships between social, economic, and political rights and the historical documents that secure these rights in the United States. (addressed) Sec. 60, Soc. Sci. 4.7: Identify and analyze the processes of the U.S. legal system. 5. **Sec. 60. Soc. Sci. 5: Knowledge of production, distribution, and consumption (i.e., economics)** (assessed) Sec. 60. Soc. Sci. 5.1: Determine ways that scarcity affects the choices made by governments and individuals. (addressed) Sec. 60. Soc. Sci. 5.2: Compare and contrast the characteristics and importance of currency. Sec. 60. Soc. Sci. 5.3: Identify and analyze the role of markets from

	production through distribution to consumption. (addressed) Sec. 60. Soc. Sci. 5.4: Identify and analyze factors to consider when making consumer decisions. (addressed) Sec. 60. Soc. Sci. 5.5: Analyze the economic interdependence between nations (e.g., trade, finance, movement of labor). (addressed) Sec. 60. Soc. Sci. 5.6: Identify human, natural, and capital resources and evaluate how these resources are used in the production of goods and services. (addressed) 6.
ESOL	N/A

SSE 4312
Critical Task Three
Social Studies Competencies and Textbook Analysis

Use the social studies textbook assigned to your field school classroom to demonstrate awareness of where the competencies are infused into the curriculum.

Include the name of the textbook, the publisher, and publication year.

Include a few sentences explaining at least one instance of evidence of each competency indicator in the curriculum. Include the page numbers as reference.

Competency 2: Knowledge of time, continuity, and change (i.e., history)

1. Identify and analyze historical events that are related by cause and effect.
2. Analyze the sequential nature of historical events using timelines.
3. Analyze examples of primary and secondary source documents for historical perspective.
4. Analyze the impacts of the cultural contributions and technological developments of Africa; the Americas; Asia, including the Middle East; and Europe.
5. Identify the significant historical leaders and events that have influenced Eastern and Western civilizations
6. Determine the causes and consequences of exploration, settlement, and growth on various cultures.
7. Interpret the ways that individuals and events have influenced economic, social, and political institutions in the world, nation, or state.
8. Analyze immigration and settlement patterns that have shaped the history of the United States.
9. Identify how various cultures contributed to the unique social, cultural, economic, and political features of Florida.
10. Identify the significant contributions of the early and classical civilizations.

Competency 3: Knowledge of people, places, and environment (i.e., geography)

1. Identify and apply the six essential elements of geography (i.e., the world in spatial terms, places and regions, physical systems, human systems, environment and society, uses of geography), including the specific terms for each element.
2. Analyze and interpret maps and other graphic representations of physical and human systems.
3. Identify and evaluate tools and technologies (e.g., maps, globe, GPS, satellite imagery) to acquire, process, and report information from a spatial perspective.
4. Interpret statistics that show how places differ in their human and physical characteristics.
5. Analyze ways in which people adapt to an environment through the production and use of clothing, food, and shelter.
6. Determine the ways tools and technological advances affect the environment.
7. Identify and analyze physical, cultural, economic, and political reasons for the movement of people in the world, nation, or state.
8. Evaluate the impact of transportation and communication networks contribute to the level of economic development in different regions.
9. Compare and contrast major regions of the world, nation, or state.

Competency 4: Knowledge of government and the citizen (i.e., government and civics)

1. Distinguish between the structure, functions, and purposes of federal, state, and local government.
2. Compare and contrast the rights and responsibilities of a citizen in the world, nation, state, and community.
3. Identify and interpret major concepts of the U.S. Constitution and other historical documents.
4. Compare and contrast the ways the legislative, executive, and judicial branches share powers and responsibility.
5. Analyze the U.S. electoral system and the election process.
6. Identify and analyze the relationships between social, economic, and political rights and the historical documents that secure these rights in the United States.
7. Identify and analyze the processes of the U.S. legal system.

Competency 5: Knowledge of production, distribution, and consumption (i.e., economics)

1. Determine ways that scarcity affects the choices made by governments and individuals.
2. Compare and contrast the characteristics and importance of currency.
3. Identify and analyze the role of markets from production through distribution to consumption.
4. Identify and analyze factors to consider when making consumer decisions.
5. Analyze the economic interdependence between nations (e.g., trade, finance, movement of labor).
6. Identify human, natural, and capital resources and evaluate how these resources are used in the production of goods and services. (addressed)

Competency 1: Knowledge of instruction and assessment of the social sciences

1. Select appropriate resources for instructional delivery of social science concepts, including complex informational text.

.

Rubric for Critical Task Three: Linkage of Social Studies Competencies to the Curriculum

Levels/Criteria	Mastery	Proficient	Limited	Score/ Level
FDOE Competencies Sec. 60 So. Sci. 2: Knowledge of time, continuity, and change	Excellent demonstration of knowledge of all of the 10 indicators of FDOE Soc. Sci. Competency 2: Knowledge of time, continuity of change	Clear demonstration of knowledge of most of the 10 indicators of FDOE Soc. Sci. Competency 2: Knowledge of time, continuity of change	Little or no demonstration of knowledge of the 10 indicator of FDOE Soc. Sci. Competency 2: Knowledge of time, continuity of change	
FDOE Competencies Sec. 60 So. Sci. 3: Knowledge of people, places and environment (i.e. geography)	Excellent demonstration of knowledge of all of the 9 indicators of FDOE Soc. Sci. Competency 3: Knowledge of people, places and environment (i.e. geography)	Clear demonstration of knowledge of most of the 9 indicators of FDOE Soc. Sci. Competency 3: Knowledge of people, places and environment (i.e. geography)	Little or no demonstration of knowledge of the 9 indicators of FDOE Soc. Sci. Competency 3: Knowledge of people, places and environment (i.e. geography)	
FDOE Competencies Sec. 60 So. Sci. 4: Knowledge of government and the citizen (i.e., government and civics)	Excellent demonstration of knowledge of all 7 of the indicators of FDOE Soc. Sci. Competency 4: Knowledge of government and the citizen (i.e., government and civics)	Clear demonstration of knowledge of most of the 7 of the indicators of FDOE Soc. Sci. Competency 4: Knowledge of government and the citizen (i.e., government and civics)	Little or no demonstration of knowledge of the 7 indicators of FDOE Soc. Sci. Competency 4: Knowledge of government and the citizen (i.e., government and civics)	
FDOE Competencies Sec. 60 So. Sci. 5: Knowledge of production, distribution, and consumption (i.e. economics	Excellent demonstration of knowledge of all 6 of the indicators of FDOE Soc. Sci. Competency 5: Knowledge of production, distribution, and consumption (i.e. economics	Clear demonstration of knowledge of most of the 6 of the indicators of FDOE Soc. Sci. Competency 5: Knowledge of production, distribution, and consumption (i.e. economics	Little or no demonstration of knowledge of the 6 indicators of FDOE Soc. Sci. Competency 5: Knowledge of production, distribution, and consumption (i.e. economics	

Levels/Criteria	Mastery	Proficient	Limited	Score/ Level
FDOE Competencies Sec. 60 So. Sci. Sec. 60. Soc. Sci. 1: Knowledge of instruction and assessment of the social sciences Indicator 1.1: Select appropriate resources for instructional delivery of social science concepts, including complex informational text.	Compelling review of the multiple resources and assessment methods used in teaching social science concepts provided in the textbook. This demonstrates a candidate's excellent understanding of these components in social science instruction.	Acceptable review of the multiple resources and assessment methods used in teaching social science concepts provided in the textbook. This demonstrates a candidate's proficient understanding of these components in social science instruction.	Little or no review of the resources and assessment methods used in teaching social science concepts provided in the textbook. This demonstrates a candidate's proficient understanding of these components in social science instruction.	

TaskStream Message to Students

This course requires you to use a TaskStream account for uploading your critical assignment for the Florida Teacher Certification and other School of Education & Human Development purposes. Your TaskStream account will be used in many FIU School of Education & Human Development courses. It also offers you storage space and web folio development for your professional use.

School of Education & Human Development website at http://education.fiu.edu/taskstream provides detailed information and downloadable instructions about:

- How to purchase a new account
- How to enroll into the program/course
- How to upload your artifact
- How to document your field hours
- Frequently asked questions (FAQs – including, pricing, technical related issues, help information, etc.)

Once you have a TaskStream account, you will need to self-enroll in an assessment program that houses this course. The program code to self-enroll for this course is SSE4312-U02FA18. (If must be entered in ALL CAPS and with no spaces, but it will not be functional until the first or second week of October.

Please sign up for an account in the first week of the class.

For help, go to:

- TaskStream
  1-800-311-5656
  help@taskstream.com
  (Monday – Thursday, 8:00 am – 11:00 pm ET, Friday, 8:00 am – 7:00 pm ET)
- SEHD TaskStream Office, ECS 467
  http://education.fiu.edu/taskstream/
  tstream@fiu.edu
  305-348-3655

If you do not upload your Critical Tasks to TaskStream, you will not pass this class.

University Information, Requirements, & Policies:

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the *Student Handbook*.

University's Code of Academic Integrity (Found at: http://integrity.fiu.edu/):

FIU is committed to the CORE values:
Responsibility, Truth, Freedom, Respect and Excellence.

It is the *Responsibility* of all students, faculty and administration to conduct all academic and scholarly activities in *Truth* which means the honest *pursuit, generation, dissemination and application of knowledge.*

Freedom of *thought and expression* allows us to show concern and act on issues related to Academic Integrity with *Respect* for the *diversity and dignity* of all individuals.
Together these core values form the foundation for Academic Integrity at FIU which brings *Excellence in intellectual, personal and operational endeavors.*

FIU Pledge:
As a student of this university:
I will be honest in my academic endeavors.
I will not represent someone else's work as my own.
I will not cheat, nor will I aid in another's cheating.
All students are deemed by the university to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

** This Code of Academic Integrity was adopted by the Student Government Association on November 28, 2001 and reflects the values articulated in the Student Code of Standards.*

Academic Accommodations and Students with Disabilities (found at: https://studentaffairs.fiu.edu/get-support/disability-resource-center/faculty-and-staff/index.php)

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

Academic Misconduct (found at: http://integrity.fiu.edu/misconducts.html):

Academic misconduct is defined as the following intentional acts or omissions committed by an FIU student:

A. **Cheating:** The unauthorized use of books, notes, aids, electronic sources; or unauthorized use of on-line exams, library materials or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers (or on-line examination) or course materials, whether originally authorized or not. Any student helping another cheat may be found guilty of academic misconduct
B. **Plagiarism:** The deliberate use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is guilty of plagiarism. Any student helping another to plagiarize may be found guilty of academic misconduct
C. **Misrepresentation:** Intentionally lying to a member of the faculty, staff, administration, or an outside agency to gain academic advantage for oneself or another, or to misrepresent or in other ways interfere with the investigation of a charge of academic misconduct
D. **Misuse of Computer Services:** The unauthorized use of any computer, computer resource or computer project number, or the alteration or destruction of computerized information or files or unauthorized appropriation of another's program(s)
E. **Bribery:** The offering of money or any item or service to a member of the faculty, staff, administration or any other person in order to commit academic misconduct

F. **Conspiracy and Collusion:** The planning or acting with one or more fellow students, any member of the faculty, staff or administration, or any other person to commit any form of academic misconduct together
G. **Falsification of Records:** The tampering with, or altering in any way any academic record used or maintained by the University
H. **Academic Dishonesty:** In general, by any act or omission not specifically mentioned above and which is outside the customary scope of preparing and completing academic assignments and/or contrary to the above stated policies concerning academic integrity

Charges of Academic Misconduct may be brought against a student (hereafter Charged Student) by a faculty member, a chair, or a dean (hereafter Complainant). Charges may be filed by the aforementioned persons on behalf of a staff person, another student, or a person not affiliated with the University, who reasonably believes that a student has committed academic misconduct.
The Complainant, who suspects academic misconduct, must meet with the student in order to inform him/her of the allegation(s), to provide any evidence, and to allow the student to respond, before either entering into an Informal Resolution, as described below, or filing the Complaint Form Alleging Academic Misconduct with the Faculty Fellow for Academic Integrity.

- Undergraduate Academic Misconduct Policy (Compliance)
- Graduate Academic Misconduct Policy (Compliance)
- Academic Misconduct Procedures Flowchart

These policies and procedures apply to both Undergraduate and Graduate students.
To view the full university policy, guidelines, and procedures for academic misconduct, please refer to the Student Handbook

Panthers Care and CAPS Services:

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you, for the classmate's well-being or yours; you are encouraged to share your concerns with FIU's Panthers Care website: http://PanthersCare.fiu.edu/.

Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Learn more about CAPS at caps.fiu.edu Professional counselors are available for same-day appointments. Don't wait to call 305-348-2277 to set up a time to talk or visit the online self-help portal.

Observance of Religious Holidays (Found at https://policies.fiu.edu/policy/814):

It is university policy that instructors reasonably accommodate students because of observation of religious holy days. The student shall be given a reasonable amount of time to complete coursework and/or assignments missed during their approved absence. The approved make-up assignment must be equivalent in content, type, and grading scale to the missed coursework and/or assignment.

A student who desires to be excused from class to observe a holy day of his or her religious faith should notify all of his or her instructors preferably upon receipt or access to the syllabus, and no later than two weeks before the religious holy day. If a student feels that an instructor has not complied with this policy, he/she may file a complaint of discrimination with the Office of Equal Opportunity Program and Diversity in accordance with FIU Regulation 105.

Title IX (Excerpted from https://diversity.fiu.edu/services-view/title-ix/)

Florida International University (FIU) complies with Title IX not just because it is the law, but because it is the right thing to do. FIU strives to create and maintain an education and employment environment that is fair and equitable to each member of the University community.

FIU is committed to the safety and well-being of all members of the university community, and encourages anyone who experiences or witnesses discrimination, harassment or sexual misconduct in connection with academic, educational, extracurricular, athletic, and other programs of the school to report the incident, whether it takes place on or off campus. At FIU, such behaviors are not tolerated and are prohibited both by law and by University policy.

The Title IX Coordinator provides advice and oversight on policies, preventive educational programs, resources and services required under Title IX, and in addition, oversees all complaints of sexual harassment and sexual violence, as well as identifies and addresses any patterns or systematic problems that arise during the review of complaints.

Student Conduct & Conflict Resolution
The Student Code of Conduct, Harassment and Discrimination Complaint Form can be found at conduct.fiu.edu

Equal Opportunity Programs and Diversity
The EOPD Discrimination Complaint Form can be found at hr.fiu.edu

Reporting Discrimination, Harassment and Sexual Misconduct
FIU is committed to providing a campus climate free from illegal discrimination and/or harassment. Anyone within our campus community that has witnessed or experienced sexual harassment, discrimination, or any form of sexual violence can speak with any of the following Title IX coordinators.

The Title IX and Equal Opportunity Coordinator oversees all discrimination, harassment and sexual misconduct complaints made by employees, students and visitors. The Vice-President of Human Resources has designated Shirlyon McWhorter, Director of Equal Opportunity Programs and Diversity, as the Title IX Coordinator.

How do I file a Title IX complaint?
You may file a complaint with one of the Title IX coordinators listed below. Alternatively, you may file an anonymous complaint using our Ethical Panther Reporting Line, Convercent by calling 844-312-5358 or online at https://compliance.fiu.edu/hotline.html

Shirlyon McWhorter
Title IX Coordinator
Director, Equal Opportunity Programs and Diversity
PC321 Phone: (305) 348-1509
E-Mail: eopd@fiu.edu

For reports or inquiries of gender inequity or gender-based misconduct concerning faculty, staff, and outside contractors, visitors or vendors

Kristen Kawczynski
Deputy Title IX Coordinator
Director, Student Conduct and Conflict Resolution

GC311A Phone: (305) 348-3939
E-Mail: kristin.kawczynski@fiu.edu

For reports or inquiries of gender inequity or gender-based misconduct concerning students

Julie Berg
Deputy Title IX Coordinator
Senior Associate Athletic Director
USCBA 202A Phone: (305) 348-2352
Email: julie.berg-Mc_Graw@fiu.edu

For reports or inquiries of gender inequity or gender-based misconduct involving athletics
To file a written complaint of discrimination or harassment complete the Discrimination Complaint Form at hr.fiu.edu. You may email, fax, mail or hand-deliver it to the Title IX/ EO Coordinator.

Additional Helpful Information:
Please view the Enrollment Services Calendar at:
https://onestop.fiu.edu/Enrollment_Services_Calendar/fall/index.html

A Note of Thanks and Acknowledgement:
This syllabus is inspired by and/or adapted from the work of many scholars, teachers, and citizens who work tirelessly to advance social studies, elementary education, and/or education in broad terms. Thank you to the following individuals who contributed ideas, inspiration, activities, lesson plans, and/or other suggestions to me, including Dr. Sarah A. Mathews, Jose M. Pombo, Dr. Sarah B. Shear, Dr. Andrea M. Hawkman, Dr. Jennice McCafferty-Wright, Dr. Ryan Knowles, Dr. Antonio J. Castro, Dr. LaGarrett King, Dr. Candace Kuby, Dr. Andrew Kahn, and countless other scholars, teachers, and citizens whose work I have read, listened to, and/or experienced. Thank you for your contributions to my development as a teacher and scholar broadly and especially in the creation of this syllabus and course plan.

Course Calendar:

Week #	Date	Reading(s) [Read before class]	Learning Engagement(s)/ Assignment(s) [Due in class, unless otherwise noted]
What is this class all about? What is/are (elementary) social studies? How should we teach social studies and why?			
1	**8/21**		• Bring in 1-2 memories and/or artifacts (images, videos, items, etc.—they can be present in person or digitally) that represent your experience(s) with social studies (especially in elementary school) • Please consider downloading a QR Code scanning app • Bring a printed or electronic version of the syllabus to class • Bring a printed or electronic copy of NCSS's *Powerful, Purposeful Pedagogy in Elementary School Social Studies* found at: https://www.socialstudies.org/positions/powerfulandpurposeful
What is/are (elementary) social studies? What is the master narrative? And why does it exist? What is social justice? And how can we create an inclusive and justice-oriented classroom?			
2	**8/28**	• Chapter 1: Agarwal-Rangnath, R. (2013). *Social studies, literacy, and social justice in the common core classroom: A guide for teachers.* New York: Teachers College, 1-12. • Picower, B. (2012). Using their words: Six elements of social justice curriculum design for the elementary classroom. *International Journal of Multicultural Education, 14*(1), 1-17. • Introduction and Chapter 1: Takaki, R. (2012). *A Different Mirror for Young People: A History of Multicultural America.* New York: Triangle Square. • Critical Task #1: Field Experience Activity Assignment Sheet and Rubric (in syllabus)	• Reading Response: *Post by 11:59pm Monday* • Getting to Know You Form: *Due in class*

What is the state of social studies in (elementary) classrooms? How do we know how and what to teach in (elementary) social studies? How do we lesson plan in (elementary) social studies?			

3	**9/4**	• Familiarize yourself with Social Studies CPALMS website
		• Bowen, Ryan S., (2017). *Understanding by Design. Vanderbilt University Center for Teaching.* Retrieved from https://cft.vanderbilt.edu/understanding-by-design/
		  ○ Also click on "Stage One," "Stage Two," and "Stage Three" to expand and read
		  ○ Optional: Watch the video on the website
		• Preview ArtsLiteracy Project's "Handbook", found at: http://www.artslit.org/handbook.php
		• Totten, S. (2000). Diminishing the complexity and horror of the Holocaust: Using simulations in an attempt to convey historical experiences. *Social Education, 64*(3), 165-171.
		• Social Studies and the Young Learner (SSYL) Activity Assignment Sheet
		• Optional, but recommended:
		  ○ Hawkman, Castro, Bennett, & Barrow. (2015). Where is the content?: Elementary social studies in preservice field experiences. *The Journal of Social Studies Research, 39*, 197-206.
			• Reading Response: *Post by 12:00 (noon) Tuesday [due to Labor Day holiday]*

Thinking Historically			
4	**9/11**	• Chapter 2: Agarwal-Rangnath, R. (2013). *Social studies, literacy, and social justice in the common core classroom: A guide for teachers.* New York: Teachers College, 13-37. • Bickford, J.H. (2013). Initiating historical thinking in elementary schools. *Social Studies Research and Practice,* 8(3), 61-77.	• Reading Response: *Post by 11:59pm Monday* • Choose SSYL article (1 article per group) for SSYL Activity: *due in class*
History: Who are our heroes?			
5	**9/18** **Yom Kippur begins at sunset**	• Chapter 1: Loewen, J.W. (1995). *Lies my teacher told me: Everything your American history textbook got wrong.* New York: Simon & Schuster, 18-36. • Dunley Morin, K. & Oestreicher Bernheim, R. (2005). Who Can Be a Hero? Helen Keller, Annie Sullivan, and Discovering Strength of Character. *Social Studies and the Young Learner, 17*(4), 17-30. • Labbo, L.D. & Field, S.L. (1999). Journey boxes: Telling the story of place, time, and culture with photographs, literature, and artifacts. *The Social Studies, 90*(4), 177-182. • Read Modified Journal Box Activity Assignment Sheet	• Reading Response: *Post by 11:59pm Monday*
History: Multiple Perspectives			
6	**9/25**	• Chapter 3: Agarwal-Rangnath, R. (2013). *Social studies, literacy, and social justice in the common core classroom: A guide for teachers.* New York: Teachers College, 13-37. • Tschida, C.M. & Brown Buchanan, L. (2017). What makes a family? Sharing multiple perspectives through an inclusive text set. *Social Studies and the Young Learner, 30*(2), 3-7.	• SSYL Activity: *due in class* • Choose Journey Box Hero: *In class*

7	**10/2**	• Chapters 2, 4, & 9: Takaki, R. (2012). *A Different Mirror for Young People: A History of Multicultural America.* New York: Triangle Square. • Golden, M. (2006). Pocahontas: Comparing the Disney image with historical evidence. *Social Studies and the Young Learner, 18*(4), pp. 19-23. • Oyate. (2017). Resources: How to tell the difference. *Oyate.* Retrieved from: http://www.oyate.org/index.php/resources/41-resources/how-to-tell-the-difference • Oyate. (2017). Resources: Oyate's additional criteria. *Oyate.* Retrieved from: http://www.oyate.org/index.php/resources/42-resources/oyate-s-additional-criteria	• Reading Response: *Post by 11:59pm Monday* • Check-in point for Journey Box materials: *Due in class* • Report Field Experience Placement information to FIU instructor: *In class*
8	**10/9**	• Chapters 3, 5, & 13: Takaki, R. (2012). *A Different Mirror for Young People: A History of Multicultural America.* New York: Triangle Square. • Smith, W.L. (2014). Not Stopping at First: Racial Literacy and the Teaching of Barack Obama. *Multicultural Perspectives, 16*(2), 65-71. • Critical Task #3: Social Studies Competencies and Textbook Analysis Assignment Sheet and Rubric (in syllabus)	• Reading Response: *Post by 11:59pm Monday*
9	**10/16**	• Chapters 4: Agarwal-Rangnath, R. (2013). *Social studies, literacy, and social justice in the common core classroom: A guide for teachers.* New York: Teachers College.	• Journey Box Due: *Present in class* • Mid-Semester Self-Reflection: *Due in class*

10	**10/23**	• Chapters 5 & 6: Agarwal-Rangnath, R. (2013). *Social studies, literacy, and social justice in the common core classroom: A guide for teachers.* New York: Teachers College.
		• Chapter 17: Takaki, R. (2012). *A Different Mirror for Young People: A History of Multicultural America.* New York: Triangle Square.
		• Read for book (Im)migration Jigsaw Activity (group readings assigned in previous class):
		  ○ Takaki, 6, 7, 8, 10, 11, 12, 14, 15, 16,
		  ○ Chipparone, P. (2014). Reading *Pancho Rabbit and the Coyote*: An allegory of immigration sparks rich discussion. *Social Studies and the Young Learner, 27*(2), 9-13.
			• Reading Response: *Post by 11:59pm Monday*
			• Critical Task #3 Check in: *in class*

		Economics	

11	**10/30**	• Everyone Read:
		  • Meszaros, B.T., & Evans, S. (2010). It's never too early: Why economics education in the elementary classroom. *Social Studies and the Young Learner, 22*(3), 4-7.
		
		• Economics Readings (Jigsaw- each group will read one; assigned in previous class)
		  1. Rogovin, P. (2011). First graders research stuffed animals and learn about their world. *Social Studies and the Young Learner, 24*(1), 19-23.
		  2. Moore, T. (2010). The entrepreneur fair: Creating fifth grade student business. *Social Studies and the Young Learner, 22*(3), 8-13.
		  3. Hill, A.T. (2010). Money matters for the young learner. *Social Studies and the Young Learner, 22*(3), 25-31.
		  4. Suiter, M.C. & Mabry, L. (2010). The Federal Reserve and the elementary classroom. *Social Studies and the Young Learner, 22*(3), 17-20.
		  5. Gallagher, S. & Hodges, S. (2010). Let's teach students to prioritize: Reconsidering wants and needs. *Social Studies and the Young Learner, 22*(3), 14-16.
			• Critical Task #3: Social Studies Competencies and Textbook Analysis: *Due in class*
			• Critical Task #1 Check in: *in class*

		Civics	

12	**11/6**	• Critical Task #2: Unit Plan (Course Final) Assignment Sheet and Rubric (in syllabus)
		
		• Everyone Read:
		  • Westheimer, J. (2009). Should social studies be patriotic? *Social Education, 73*(7), 316-320.
		  • Chu, J. & Couper, D.P. (2003). The flag and freedom. *Social Education, 67*(6), 327-331.
		
		• Civics Readings (Jigsaw- each group will read one; assigned in previous class)
		  1. Serriere, S, Mitra, D. & Cody, J. (2010). Young citizens take action for better school lunches, *Social Studies and the Young Learner, 23*(2), 4-8.
		  2. Sider, K. (2010). Through children's eyes. *Social Studies and the Young Learner, 23*(2), 13-17.
		  3. Cipparone, P. & Cohen, A.K. (2015).Action civics in fourth grade: Tackling school- and community-based issues. *Social Studies and the Young Learner, 27*(4), 11-15.
		  4. Adams, E. (2015). Civics at the grocery store: A field trip of awareness and agency. *Social Studies and the Young Learner, 27*(4), 16-18.
		  5. Brugar, K.A. (2015). Children as civics agents during the Civil Rights Movement. *Social Studies and the Young Learner, 27*(4), 5-10.
			• Reading Response: *Post by 11:59pm Monday*

		Geography	
13	**11/13**	• Everyone Read: 1. Nagel, P. (2008). Geography: The essential skill for the 21st century. *Social Education, 72*(7), 354-358. • Geography Readings (Jigsaw- each group will read one; assigned in previous class) 1. Kenyon, E., Coffey, C., & Kroeger, J. (2016). "Hey, I've been there!" Using the familiar to teach world geography in kindergarten. *Social Studies and the Young Learner, 29*(2) 4-7. 2. Jorgenson, S., Howard, S., Welch, B.T. (2018). A trip to the boiler room: An experiential approach to human geography in kindergarten. *Social Studies and the Young Learner, 30*(4), 4-11. 3. Ho, L-C. & Seow, T. (2013). Teaching geography through "Chinatowns": Global connections and local spaces. *Social Education, 77*(1), 36-41. 4. Fantozzi, V.B., Cottino, E., & Gennarelli, C. (2013). Mapping their place: Preschoolers explore space, place, and literacy. *Social Studies and the Young Learner, 26*(1), 5-10. 5. Moran, P.W., Miller, K., Witte, G. (2015). Paper bag city: Exploring geography and economics in the primary grades. *Social Studies and the Young Learner, 28*(1), 20-23. Optional but Recommended: • Schmidt, S. J. (2011). Who lives on the other side of that boundary? *Social Education, 75*(5), 250-255.	• Reading Response: *Post by 11:59pm Monday* • Field Experience Attendance Log: *Due in class* • Critical Task #1: Field Experience Activity: *Due in class*

		Holidays/Festivals and Feasts	
14	**11/20**	• Zinn, H. (2003). *A people's history of the United States: 1492-Present.* New York: HarperPerennial (Chapter 1: Columbus, the Indians, and Human Progress). • Loewen, J.W. (1998). Plagues & Pilgrims: The truth about the first Thanksgiving. In Bigelow, B. & Peterson, B. (Eds.). *Rethinking Columbus: The next 500 years* (pp. 79-82). Rethinking Schools. • Dorris, M. (n.d.). Why I'm Not Thankful for Thanksgiving. *Rethinking Schools.* Retrieved from: https://www.rethinkingschools.org/static/publication/rcpm/RPCMflyer4web.pdf • Reese, D. (2013, November 22). Taylor (5th grader): "Do you mean all those Thanksgiving worksheets we had to color every year with all those smiling Indians were wrong? *American Indians in Children's Literature.* Retrieved from: https://americanindiansinchildrensliterature.blogspot.com/2013/11/taylor-5th-grader-do-you-mean-all-those.html • Reese, D. (2007, November 13). Good books about Thanksgiving. *American Indians in Children's Literature.* Retrieved from:https://americanindiansinchildrensliterature.blogspot.com/2007/11/good-books-about-thanksgiving.html • Diversity Awareness Partnership. (n.d.). *2017 & 2018 18-month interfaith calendar.* Retrieved from: http://dapinclusive.org/wp-content/uploads/2018/03/Interfaith-Calendar_march5.pdf	• Reading Response: *Post by 11:59pm Monday* • Critical Task #2 Check-in: *In class*
15	**11/27**	***WORK DAY***, no meeting in person, but meet with your partner this week to put the finishing touches on your Critical Task #2 (final).	
16	**12/4** **Final Exam Time: 5-7pm**		• Critical Task #2: Unit Plan: *Due in class* • Present Critical Task #2 • End-of-Semester Self-Reflection: *Due in class*

Justification for Removal of GKT Requirement to Enroll in SSE 4312

The Elementary Education Program is removing the requirement that indicated students must pass the Florida Teacher Competency Exam (FTCE) General Knowledge (GK) test prior to enrolling in the SSE 4312 course. The Elementary Education Program now has a non-certification track. These students need to complete the SSE 4312 course but may not go into traditional teaching settings. Therefore, they will not need to take General Knowledge test. Removing this requirement will ensure that all students have access to this course for both tracks to ensure a timely graduatation.