

# College Course Creation

## Objective

**Students individually, in small groups, or as a class create a “college course.”**

## To Introduce

**Explain that in college, you will take a variety of unique courses that will interest you. Your goal today is to create an out-of-the-ordinary course integrating what you have been studying.**

## Course Creation Guidelines

- **Each course should have between six and eight “weeks” (topics). Each week should have a title and brief description to accompany it. Students can verbally explain their topics or have a separate paper with detailed explanations.**
- **Depending on the amount of time you have, students can create an entire course, or each individual/group can be responsible for one week.**
- **For younger students, it may be more appropriate to create the course as a whole group.**
- **You can scaffold this activity by giving the course or you can make it harder by having each group create their own course.**
- **This can serve as a formative or summative assessment, an independent study opportunity, or an actual student-driven guide to teaching your class (especially in the younger grades).**

## **Examples of courses students can create throughout the grades**

### **Kindergarten Course: “B’s are the Bomb” (integrating letters with animals)**

<b>Week 1: Big, Brown Bears—Eight different species of bears exist around the world.</b>
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<b>Week 2: Buzzing Bumblebees—Bumblebees are the most common species of bee in the world.</b>
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<b>Week 3: Bitty Beetles—There are more than 350,000 species of beetles.</b>
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<b>Week 4: Bison—The bison is the largest mammal in the world.</b>
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<b>Week 5: Blue Whale—The largest animal on earth!</b>
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<b>Week 6: Butterfly—They feed on flower nectar through its long tongue.</b>
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### **1<sup>st</sup> Grade Course: “How Are We Getting There?” (social studies—transportation)**

<b>Week 1: Four Wheeled Vehicles—what has four wheels?</b>
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<b>Week 2: Easy Riding—transportation that someone else drives</b>
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<b>Week 3: Learning to Ride—should the driving age be changed?</b>
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<b>Week 4: Before the motor—ways to get around before cars</b>
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<b>Week 5: Hyrdo-moving—ways to get around on the water</b>
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<b>Week 6: Race to the finish—which would win in a race?</b>
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### **3<sup>rd</sup> Grade Course: “Fractioned Food” (math)**

<b>Week 1: Pizza Party—8 friends, one pizza</b>
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<b>Week 2: Pizza Party II—8 friends, two pizzas</b>
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<b>Week 3: Milk Cups—half and half</b>
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<b>Week 4: Fudgy fifths—dividing up your favorite candy for five friends</b>
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<b>Week 5: Double Double—double the ingredients for your favorite recipe</b>
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**Week 6: Name that food—what fraction is each candy divided up into?**

**5<sup>th</sup> Grade Course: “The Watson’s Go to Birmingham—in 2015” (reading and social studies)**

**Week 1: Technology revolution—comparison of technology in 1963 to 2015**

**Week 2: Music Matters—examination of how the music of 1963 still exists in 2015**

**Week 3: Black churches—has the violence that black churches face changed in fifty years?**

**Week 4: #Hashtag—what hashtags would protestors have used in 1963 during the Civil Rights protests?**

**Week 5: Grandma Sands—are grandmas just grandmas, no matter the time?**

**Week 6: Family trips—how have family trips changed?**

**Secondary Social Studies Course: “Failed Leadership”**

**Week 1: Adolf Hitler—how to single-handedly destroy a country**

**Week 2: Richard Nixon—getting impeached is never the way to go**

**Week 3: King Leopold—killing 15 million Congolese for your own personal gain gets you on this list**

**Week 4: Hugo Chavez—destroying free press and ignoring human rights was his average day**

**Week 5: Fidel Castro—when no one wants to be in your country, something’s not right**

**Week 6: Saddam Hussein—violating human rights for a quarter of a century**

**\*It would be helpful for students to define within their group what “failed leadership” means to them before starting this so that they can defend their answers.**