

<b>Course &amp; Section Nos.</b>	<b>EDSS 544A</b>
<b>Course Title</b>	<b>Secondary Social Studies Education Methodologies</b>
<b>Class Roster No.</b>	<b>40306 (01)</b>
<b>Course Day(s)</b>	<b>Tuesdays</b>
<b>Time</b>	<b>5:00-8:00 PM</b>
<b>Course Location</b>	<b>441 University Hall</b>
<b>Semester / Year</b>	<b>Fall 2018</b>
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### **SCHOOL OF EDUCATION MISSION & VISION STATEMENT**

*(Adopted by SOE Governance Community, January 2013)*

#### ***Vision***

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

#### ***Mission***

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

### **BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK**

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcome

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### MESSAGES FOR SUCCESSFUL TEACHING

**This is a rigorous program and profession and you are fortunate to be here. Take pride in being part of the program you chose and realize that you represent CSUSM and the teaching profession at all times.**

#### **ATTITUDE IS EVERYTHING! Guiding principles:**

##### **1. All Students Can Learn.**

Teachers are responsible for the learning outcomes of every child. Tell your students you believe in them.

##### **2. Relationships are the Key to Success. Reputation is Everything. Perception is Reality. This is a year- long interview.**

Be a good colleague. Everyone you encounter may be your unofficial letters of recommendation. Social and Cooperative Skills are needed with students, colleagues, administrators, families and the community. The education community is very small, and you never know who knows whom, or who can help you get your

ideal teaching position. Candidates who do not understand this early on may encounter barriers to getting hired. What you do EVERY day matters!

**3. It's not about you, it is all about your students.**

Learn who your students are, what they value, how they learn and how they feel validated and motivated to learn. Differentiate content, process and product based on each student's readiness learning profile and interests. Be respectful.

**4. Ensure social justice and equity.**

Teaching is a political act, and effective teachers are change agents. Supporting the status quo is supporting failure. Remember, you cannot change systems with the same practices and processes that were used to create them.

**5. Listen and learn.**

Pay attention to classroom and workplace discussion protocols. Listen and learn the culture of your school and the community context, and be respectful to your Cooperating Teacher, On-site Liaison and University Supervisor - they are your on-site support team!! Benefit from their expertise and experience, learn the culture and the politics, and develop a positive reputation to position yourself to transform education. At school meetings find ways to confirm and support, not challenge.

**THE DAY TO DAY.....**

**6. If You Fail to Plan, You Plan to Fail. Be Prepared. Be Reflective.**

You are expected to have a lesson plan for each and every day you teach. Evidence of learning should be monitored continuously and in a variety of ways. Reflect on what worked and what didn't work every period.

**7. Engaging Lessons/Activities and Your Positive Attitude are the Best Management Approach. (refer to #1)**

"Idle hands are the devil's tools" (Chaucer's 'Tale of Melibee', c. 1386). If idleness is the root of mischief, then educators need to make sure they design engaging activities that take into account students' readiness levels, learning profiles and interests. If a lesson challenges students then they will not find ways to challenge you.

**8. Do The Work. Step it Up. Try. Actions and Non-Actions Speak. Be Present.**

You have to do the work. Push yourself to do your best. Be mindful of your actions, because they speak more than your words. Colleagues and students will judge you on what you do and do not do. A lack of action may reflect poorly on your effectiveness. Colleagues and students will look for evidence of your effectiveness. A lack of evidence can be perceived as failure. If you observe a problem and do not act, you are sending the message that that action is approved.

**AND FINALLY.....**

**9. Be Flexible.**

Be open to and enthusiastic for learning (Disposition 6 & 8).

**10. Enjoy the Experience.**

Enjoy the developmental process. Have fun with the students. This profession can be life affirming.

## COURSE DESCRIPTION

### **EDSS 544 A (2 units) Secondary Social Studies Education**

Focuses on developing an understanding of theory, methodology, and assessment of Social Studies in integrated and inclusive secondary classrooms: Part A. This course is aligned with California's SB 2042 Standards.

### **Course Prerequisites**

Admission to the Single Subject Program, EDUC 350, EDUC 364, & EDUC 422

### **Course Objectives**

During interrelated activities in program coursework and fieldwork, SS history/social science candidates learn and practice ways to:

1. state-adopted K-12 academic content standards for students in history while helping students to use history-social science analysis skills at intermediate and advanced levels;
2. apply social science concepts to historical issues and enrich the study of history through in-depth case studies, historical literature, and cross-cultural activities;
3. encourage civic participation through studies of democratic civic values and constitutional principles;
4. deal honestly and accurately with controversial issues in historical or contemporary contexts;
5. discuss important roles of culture in world and United States history without bias;
6. incorporate a range of critical thinking skills and literacy skills into social studies instruction;
7. utilize active forms of social science learning with all students, including simulations, debates, research studies and cooperative projects.

As a result of this course, you will be able to:

1. Apply the California History/Social Science Framework, the State H/SS Standards and the CA Common Core Standards to the classroom experience;
2. Incorporate primary source materials, the arts, and oral history methods into social studies instruction;
3. Become aware of the multitude of community resources available to teachers and the ways in which these resources can be used to strengthen the social studies program;
4. Design lesson plans and implement them through a developmentally appropriate unit that reflects the needs of the learning community while infusing a multicultural perspective throughout.
5. Design curricula that reflect a variety of instructional strategies and that develop higher-level thinking skills through active participation.

## REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

### **Required Texts**

California's Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects. <http://www.cde.ca.gov/re/cc/>  
California Curriculum Frameworks: <http://www.cde.ca.gov/ci/cr/cf/allfwks.asp>

### **Cougar Courses**

You have access to the Cougar Course website for EDSS 544A when you register for the class.

### **TaskStream Account**

You will need to set up an account for your Single Subject Credential.

### **Authorization to Teach English Learners**

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional

coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners. (Approved by CCTC in SB 2042 Program Standards, August 02)

### **Teacher Performance Expectation (TPE) Competencies (2016)**

The course objectives, assignments, and assessments have been aligned with the CTC standards for (Single Subject, Multiple Subject, Special Education, etc.) Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following CSUSM local TPEs in this course:

#### **TPE 1: Engaging and Supporting all Students in Learning**

- 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
- 1.3 Connecting subject matter to meaningful, real-life contexts
- 1.5 Promoting critical thinking through inquiry, problem solving, and reflection

#### **TPE 3: Understanding and Organizing Subject Matter for Student Learning**

- 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- 3.2 Applying knowledge of student development and proficiencies to ensure students understanding of subject matter.
- 3.3 Organizing curriculum to facilitate student understanding of the subject matter
- 3.4 Utilizing instructional strategies that are appropriate to the subject matter.
- 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students.
- 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content.

#### **TPE 4: Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:**

- 4.1 Locate and apply information about students' current academic status, content –and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
- 4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.

#### **TPE 6: Developing as a Professional Educator**

- 6.1 Reflecting on teaching practice in support of student learning.
- 6.3 Establish professional learning goals and make programs to improve their practice by routinely engaging in communications and inquiry with colleagues.
- 6.7 Demonstrating professional responsibility, integrity, and ethical conduct

### **Teacher Performance Assessment**

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2015-16 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

#### **CalTPA**

To assist with your successful completion of the CalTPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on this website:

<http://www.ctcpa.nesinc.com/Home.aspx>

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

**Expected Dispositions for the Education Profession**

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. Teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate’s Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

**PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)**

Teacher Candidates will be required to complete a Teaching Performance Assessment, show proof of Teacher Performance Expectations (as referred to above) and complete critical assessment tasks- specific assignments for this course. It is the teacher candidate’s responsibility to understand expectations and complete assignments by stated due dates.

**SCHEDULE/COURSE OUTLINE**

Date	Topic	Due Date
Session 1 Joint Session Sept. 3 (5:00-7:30)	Interdisciplinary Curriculum Introduce UbD Stage 1 Guest Speaker: Tim Leary: DBQ and UbD	
Session 2 H/SS Sept. 10 (5:00-7:45)	Introductions / Overview of Class / RAP Journal / Jigsawing the CA State Standards for H/SS CA State Standards for H/SS Presentations Photograph Analysis	<u>Assignment #1:</u> Educational History DUE: Sept. 8 <sup>th</sup> (10 pts.)
Sept. 17	<u>ELA Class</u>	
Session 3 Joint Session Sept. 24 (5:00-7:30)	Deconstruct Standards - UbD Stage 2 Guest Speakers: Robert Chodola (Alternatives to the Textbook); Marisa Thompson (TQE)	<u>Assignment #2:</u> Scope and Sequ- ence DUE: Sept. 22 <sup>nd</sup> (15 pts.)
Session 4 H/SS Oct. 1 (5:00-7:45)	Stanford History Education Group (SHEG) “Who Fired the First Shot?” “Mao’s Cultural Revolution” “Today in History” Emmy’s Pledge and Service Learning Coffee Klatch <i>The Story of Us</i>	

Date	Topic	Due Date
Session 5 Joint Session Oct. 8 (5:00-8:15)	Lesson Presentations (other Candidate videotapes 5 min and immediate feedback and written notes to use for self-analysis) Must include K-12 student self-assessment strategy	
Session 6 H/SS Oct. 15 (5:00-7:45)	The Children's March: Analyzing primary documents From <i>Plessy</i> to <i>Brown</i> to Till Old v. New Immigrants, and Immigration today (push-pull factors) Review and Preview – the R.A.P. Journal Tools for the Classroom Manifest Destiny	
Oct. 22	NO CLASS	Assignment #3: Self-Analysis / Reflection DUE: Oct. 20 <sup>th</sup> (20 pts.)
Oct. 29	ELA Class	Assignment #4 UbD Unit Stage 1 DUE: Nov. 10 <sup>th</sup> (20 pts.)
Session 7 H/SS Nov. 5 (5:00-7:45)	Structured Academic Controversy (SAC - debate): "Was Lincoln a Racist?" Magazine Analysis Bringing Music into your teaching Bringing Guest Speakers and Field Work into the classroom	
Nov. 12	ELA Class	
Session 8 Joint Session Nov. 19 (5:00-7:45)	TPA Support - VOLUNTARY	
Session 9 H/SS Nov. 26	<b>ONLINE CLASS</b> <b>Read two articles on historiography and participate in Forum.</b>	Assignment #5: Participation on Forum DUE: Nov. 30 <sup>th</sup> (10 points)
Session 10 Joint Session Dec. 3	Evaluations and Celebration	Assignment #6: Strategies Notebook DUE: Dec. 3 <sup>rd</sup> (25 pts.)

### Course Assignments

- **Educational History (TPE 6.1) DUE: 9/8** **10 points**  
Write a two-page description of your educational experience (K-12). Include challenges and successes, and what type of student you were. How do you believe this experience help you with your own students? Double-spaced. Upload to CC on Sept. 8<sup>th</sup>.

**TPE 6.1** Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

- **Scope and Sequence Assignment (Curriculum Mapping: (TPE 4.1; 4.6) DUE 9/22 15 points**  
Upload the Scope and Sequence from your assigned co-teaching class with notes/reflection (also submit on CC) to be used in class, September 24<sup>th</sup>.

**TPE: 4.1** Locate and apply information about students' current academic status, content –and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

**TPE: 4.6** Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.

- **Self-Reflection on Lesson Plan Presentation (TPE 6.1; TPE 6.3) DUE 10/20 20 points**  
After giving a presentation on October 8<sup>th</sup> reviewing a one-day lesson plan you have delivered or plan to deliver, hearing verbal peer feedback and viewing your video, write a reflection and areas for improvement, and submit to CC by Oct. 20<sup>th</sup>.  
Be specific and make sure to address the following questions:
- What do you notice?
  - How can you improve?
  - What will you / would you change?
  - Include an updated draft of your revised lesson plan.

**TPE 6.1** Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

**TPE 6.3** Establish professional learning goals and make programs to improve their practice by routinely engaging in communications and inquiry with colleagues.

- **Understanding by Design Unit Plan, Stage 1: (TPE 4) DUE 11/10 20 points**  
Complete Stage 1 of the UbD template on a unit of your choice and submit to CC by Nov. 10<sup>th</sup>.

**TPE 4** Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:

- appropriate use of instructional technology, including assistive technology;
- applying principles of EDL and MTSS;
- use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
- appropriate modifications for students with disabilities in the general education classroom;
- opportunities for students to support each other in learning; and
- use of community resources and services as applicable.

- **Online Forum (TPE 3) DUE: 11/30 10 points**  
Read two articles on historiography and participate in a Forum by Nov. 30<sup>th</sup>.

**TPE 6.3** Establish professional learning goals and make programs to improve their practice by routinely engaging in communications and inquiry with colleagues.

- **Strategies Notebook: (TPE 6.3) DUE: 12/3 25 points**  
In your EDSS 521 course (Literacy), you will be reading the book, *Subjects Matter*, which contains dozens of strategies. While you are in the classroom observing your CT (and other classrooms), find one strategy per week that you can write down in your Strategies Notebook. Between EDSS 521 and your Clinical Practice, you should have two strategies listed per week. By December 3<sup>rd</sup>, you should have at 25 strategies listed in your strategies notebook.

**TPE 6.3** Establish professional learning goals and make programs to improve their practice by routinely engaging in communications and inquiry with colleagues



**SINGLE SUBJECT ONE DAY LESSON PLAN TMLATE – MODIFIED  
H/SS Model – Basic**

**Author Name:**

**Lesson Title:**

• **OBJECTIVES (purpose) for today's lesson**

- Observable and Measurable
- 

1. **CONTENT OBJECTIVE(S)** for this lesson  
{What};

After (condition)....SWBAT ....By

2. **LANGUAGE DEVELOPMENT OBJECTIVE(S)**  
for this lesson {How}

After (condition)....SWBAT ....By

**ASSESSMENT:**

**INSTRUCTIONAL AND LEARNING TASKS**

• **INSTRUCTIONAL TASKS: Teacher Steps**

• **LEARNING TASKS: Student Steps**

1. **Anticipatory Set (and statement of purpose)**

2. **Input** – Modeling and guided practice (This includes whatever you have planned for the students including direct instruction, group work, activities, tasks)

3. **Checking for understanding/embedded assessments**

3. **Independent Practice**

4. **Closure and beyond**

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## SINGLE SUBJECT LESSON PLAN RUBRIC

Name \_\_\_\_\_ Lesson Title \_\_\_\_\_ Date \_\_\_\_\_

### SINGLE SUBJECT LESSON RUBRIC

*This rubric is used for all Single Subject Credential Courses and Clinical Practice.*  
**See Lesson Instructions Website for more details:** <http://lessoninstructions.weebly.com/>

Lesson Component & Criteria	Exceeds	Meets	Approaching
<b>BACKGROUND INFO</b> Title, Curriculum Area & Grade Level	Provides a title that is related to the lesson activity & addresses the unit it belongs to and in what curriculum area and grade & describes where it fits within a unit plan, i.e. Third lesson in a 4-week unit on Colonization.	Provides a title that is related to the lesson activity & addresses the unit it belongs to and in what curriculum area and grade	Provides a title that is related to the lesson activity
<b>Resources</b>	All instructional materials that are needed to implement the lesson are listed, provided, & is accompanied with a detailed written explanation on how each resource is designed to build on each student's assets/needs (cultures, languages, funds of knowledge, prior experience, and interests).	All instructional materials that are needed to implement the lesson are listed, provided, & is accompanied with a written explanation on how each resource is designed to build on the whole classes' assets and needs (cultures, languages, funds of knowledge, prior experience, and interests), as well as the 3 focus students.	All instructional materials needed to implement the lesson are listed, but not all materials are provided and there is not a written explanation for each resource.
<b>CENTRAL FOCUS</b> Standards, Enduring Understandings & Essential Questions	Identifies CA Content & ELD Standards and describes the rationale for teaching this lesson ( <i>big ideas- enduring understandings, essential questions</i> ) & addresses how the instructional strategies and the learning activities are suited to meet the standard and objective of the lesson & explains how the assessment is a valid (authentic) and reliable (consistent) way to assess student learning.	Identifies CA Content & ELD Standards and describes the rationale for teaching this lesson ( <i>big ideas- enduring understandings, essential questions</i> ) & addresses how the instructional strategies and the learning activities are suited to meet the standard and objective of the lesson.	Identifies the CA Content and ELD Standards and describes the rationale for teaching this lesson ( <i>big ideas- enduring understandings, essential questions</i> ).
<b>EVIDENCE OF LEARNING</b> Objectives & Assessments	Both CA Content and ELD Standards are addressed in an objective that contains a condition, verb, and criteria and is assessed. Each objective is labeled by the type ( <i>cognitive, affective, psychomotor or language</i> ), the number of the standard it addresses and the type of assessment is labeled (diagnostic, formative or summative). Expectations are clearly communicated to students via rubric, model or sample student work.	Both CA Content and ELD Standards are addressed in an aligned objective that contains a condition, verb, and criteria and is assessed. Expectations are clearly communicated to students via rubric, model or sample student work.	Both CA Content and ELD Standards are addressed in an aligned objective and assessment.
<b>INSTRUCTIONAL STRATEGIES &amp; LEARNING ACTIVITIES</b>	Provide a script of the instructional strategies the teacher will implement in the lesson and describes what the students will do during the learning activities. Universal Design strategies are highlighted and Differentiation strategies are in colored font (with an explanation of the asset/need that it addresses noted in parenthesis, i.e. ELPAC score, IEP, or reading level). Provides a written script for teacher and times for each learning activity.	Provide a list of the instructional strategies the teacher will implement in the lesson and describes what the students will do during the learning activities. Universal Design strategies are highlighted and Differentiation strategies are in colored font (with an explanation of the asset/need that it addresses noted in parenthesis, i.e. ELPAC score, IEP, or reading level). Provides a written script for teacher and times for each learning activity.	Provide a list of steps the teacher will take to implement the lesson and describes what the students will do during the instructional strategies.
<b>Self-Evaluation</b> (10% will be deducted if not included)	Provides a copy of the rubric with the lesson plan & highlights or circles the evaluated criteria for each lesson component. Provides evidence for each criteria marked & identifies where each component is addressed, i.e. Universal Design Strategy of a graphic organizer is noted on page 2 of lesson plan in Anticipatory Set.	Provides a copy of the rubric with the lesson plan & highlights or circles the evaluated criteria for each lesson component.	Provides a copy of the rubric with the lesson plan.

**UNDERSTANDING BY DESIGN UNIT PLAN TEMPLATE FOR 544A**

Title of Unit:

<b>Stage 1—Desired Results</b>	
<b>Established Goals (State Standards):</b> <i>CA State Standards:</i>  <i>Common Core Standards:</i> <b>Key Ideas &amp; Details:</b>  <b>Integration of Knowledge and Ideas:</b>	
<i>Enduring Understandings: (Students will understand that.....)</i>	<i>Essential Questions:</i>
<i>Students will know...</i>	<i>Students will be able to do...</i>
<b>Stage 2—Assessment Evidence</b>	
<b>Performance Tasks:</b>	<b>Vocabulary:</b>
<b>Stage 3—Learning Plan</b>	
<b>Learning Activities:</b>	

## UNDERSTANDING BY DESIGN UNIT PLAN RUBRIC - DRAFT

Essential Question: How does backwards planning benefit students and teachers?

	Stage I: EU and EQ	Stage II: Assessment	Stage III: Lessons
4 Strong	<b>The EU and EQ will inspire students to inquire; The EU is extremely relevant and useful now, next week, next year, five years from now</b>	Students are required to think critically (DOK 3 or 4); The assessment will intrinsically motivate students to complete high quality work; clear measurable expectations for skills and understanding	A lesson Plan is highly effective in equipping students to complete the assessment; Differentiation is highly utilized; a wide variety of delivery strategies are employed
3 Capable	The EU and EQ might <b>inspire</b> students to <b>inquire</b> ; The EU is relevant and useful now, next week, next year, five years from now	Students might have to think critically (DOK 3 or 4); The assessment of skills and understanding is clear and measurable, but lacks choice and intrinsic motivating features	A lesson plan is effective in equipping students to complete the assessment; Differentiation is utilized; a variety of delivery strategies are employed
2 Developing	The EU and EQ have some relevance and usefulness, but they are too content-based and emphasize knowledge over understanding	Students are not required to think with depth, instead assessment stays in DOK level 1 or 2; The assessment lacks uniqueness and intrigue,	A lesson plan is partially connected to EU and EQ, but not always; Differentiation is somewhat apparent; some variety of delivery strategies are employed
1 Beginning	The EU and EQ are only content based; The stage ignores depth and understanding, instead too much focus on knowledge	No chance of critical thinking because assessment clearly asks for knowledge based answer; No creativity or intrigue developed, instead it is ordinary, typical	A lesson plan is arbitrary and not tied to EU and EQ; Differentiation is not evident; Delivery strategy is routine and ordinary

## Grading Standards

There are 5 key assessments for EDSS 544A with 100 points possible. This section contains assignment descriptions. See Cougar Courses for templates and rubrics.

Educational History / Herstory	10 points
Scope and Sequence (Curriculum Mapping)	15 points
Self-Reflection on Lesson Plan Presentation	20 points
Understanding by Design (UbD) Stage 1	20 points
Online Forum – Historiography	10 points
Strategies Notebook	<u>25 points</u>
<b>Total Possible Points for EDSS 544A</b>	<b>100 points</b>

*See Attendance Policy – you may lose points for absences, tardies or early departures.*

## Grading Scale

A = 93-100	C+ = 77-79
A- = 90-92	C = 73-76
B+ = 87-89	C- = 70-72
B = 83-86	D = 60-69
B- = 80-82	F = 0-59

You must repeat the course if you do not earn a C+ or higher.

## Final Exam Statement

There is no final exam for this course.

## School of Education/Course Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Attendance and promptness reflect the professional dispositional behaviors required and expected in the teaching profession. A minimum grade of C+ is required in all credential courses to earn the single subject credential. Absences and late arrivals/early departures will affect the final grade. **Teacher candidates may have one absence with no penalty. Second absence will result in a decrease of half-letter grade (5%).** Third absence will result in a decrease of a letter grade or more, a Statement of Concern and possible failure of class. Second tardy or early departure will receive a warning. **Third tardy or early departure will result in a decrease of a half-letter grade (5%) and a Statement of Concern.** Statement of Concern will require the candidate to write an action plan to resolve the issue. **A total of three Statements of Concern on this and/or other issues combined warrant exit from the program.**

## Policy on Late/Missed Work

It is expected that work will be turned in on time. This is to prepare you to be an effective educator. *No late assignments will be accepted. You cannot pass the class if an assignment is missing.*

## Student Collaboration Policy

Candidates may collaborate to process various assignments, but individual assignments must be turned in for grades.

## GENERAL CONSIDERATIONS

### **CSUSM Academic Honesty Policy**

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:

[http://www.csusm.edu/policies/active/documents/Academic\\_Honesty\\_Policy.html](http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html)

### **Plagiarism**

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

### **Students with Disabilities Requiring Reasonable Accommodations**

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, contact by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours. Alternatively, in order to ensure confidentiality, in a more private setting.

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### **All University Writing Requirement**

Statement on how the All-University Writing Requirement (850 words for a 1-unit course, 1700 words for a 2-unit course, and 2500 words for courses of 3 or more units) is satisfied in the course.

### **Course Format**

This is a hybrid (HY) course with 1 online session.

### **Necessary Technical Competency Required of Students**

Candidates are expected to demonstrate competency in the use of word processing, electronic mail, Moodle, use of the Internet, multimedia presentations, and social media.

### **Contact Information for Technical Support Assistance**

This may include customer support for software used in the course as well as the CSUSM Help Desk.

### **Electronic Communication Protocol**

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.