

California State University San Marcos
COLLEGE OF EDUCATION

Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

(Adopted by COE Governance Community

October, 1997)

EDMS 544 – Social Studies Education in Elementary Schools
Summer 2003

Lars Trupe

Classes Meet: Tues 6-9:30 pm
UH237

Office: UH406

(760) 750-8524 (voicemail)

Office Hours: by appointment.

Course Description

This course is designed to introduce prospective elementary school teachers to the theoretical concepts, instructional methods and materials for use in social studies education and curriculum integration. Research indicates that when teachers use a variety of teaching methods that are integrated into the content of the course, learners become more effectively engaged in learning. Therefore, the broad emphasis of this course will focus on issues of planning, organization and assessment that involve the learner in higher-level thinking through cognitive and affective involvement.

Purpose

Social studies is perhaps **the** most important part of the school curriculum because it not only brings together basic tools (such as the 3 Rs) but it **utilizes them authentically**. In the social studies we wrestle with crucial questions: What kind of society do we want to have? What is a "good citizen"? What is fair? How can we create better ways of living together? Our role as educators is to help students develop responsible and thoughtful ways of thinking, believing and acting.

As your instructor, I am committed to modeling reflective and transparent teaching in order to assist you in successfully achieving the goals of this course.

Course Goals

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 related documents to the classroom experience;
- 2) Understand the value of incorporating 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 lessons / units that are grade level and developmentally appropriate, that utilize primary source materials, that infuse a multicultural/lingual perspective, and that address the needs of diverse learners;
- 5) Design curricula that reflect a variety of instructional strategies and that develop children's higher-level thinking skills through active participation;
- 6) More deeply appreciate the social sciences and history as a field of study.

Required Texts

California Geographic Alliance – North (2000). California Atlas. George Cram Company, Inc. (CA)

CSDE. (2000). History-Social Science Framework (for California Public Schools K-12). Sacramento, CA. (H/SS) www.cde.ca.gov/cilbranch/cfir/hsssbeup.pdf

San Diego County Office of Education (2001). Pages of the Past: K-6 Literature Aligned to H/SS Standards. (PP)

Turner, T. N. (1999). Essentials of Classroom Teaching: Elementary Social Studies. Boston: Allyn and Bacon. (T)

And readings from previously purchased, Successful Inclusive Teaching by Joyce Choate

California Commission on Teacher Credentialing

Standards Alignment:

The course objectives, assignment, and assessments have been aligned with the CTC standards for the Multiple Subjects Credential. Please be sure to incorporate artifacts from this class into your final comprehensive portfolio. The following standards are addressed in this class:

Primary Standards

- 3: Relationships Between Theory and Practice
- 4: Pedagogical Thought and Reflective Practice
- 5: Equity, Diversity, and Access to the Core Curriculum
- 8: Pedagogical Preparation for Subject-Specific Content Instruction

Secondary Standards

- 6: Opportunities to Learn and Reflect on Teaching in all Subject Areas
- 7: Preparation to Teach Reading-Language Arts
- 9: Using Computer-Based Technology in the Classroom
- 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning
- 11: Preparation to Use Educational Ideas and Research
- 12: Professional Perspectives Toward Student Learning and the Teaching Profession
- 13: Preparation to Teach English Learners
- 14: Preparation to Teach Special Populations in General Education Classrooms

Teacher Performance Expectation (TPE) Competencies:

This course is designed to help teachers seeking the Multiple Subjects Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts 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. The following TPEs are addressed in this course:

Primary Emphasis:

- TPE 1a: Subject Specific pedagogical Skills for a MS Teaching Assignment
- TPE 2: Monitoring Student Learning During Instruction
- TPE 4: Making Content Accessible
- TPE 5: Student Engagement
- TPE 6: Developmentally Appropriate Teaching Practices
- TPE 6 a & b: Developmentally Appropriate Practices in Grades K-3 and 4-8
- TPE 9: Instructional Planning
- TPE 10: Instructional Time

Secondary Emphasis:

- TPE 3: Interpretations and Use of Assessments
- TPE 6d: Developmentally Appropriate Practices for Special Education
- TPE 7: Teaching English Learners
- TPE 8: Learning About Students
- TPE 11: Social Environment
- TPE 12: Professional, Legal, and Ethical Obligation
- TPE 13: Professional Growth
- TPE 14: Technology
- TPE 15: Issues of Social Justice and Equity

CLAD Competencies supported by this course:

Part 3: Culture and Cultural Diversity

I.A. Definitions of culture

I.C. Intragroup differences

I.D. Physical geography and its effects on culture

II.A. What teachers should learn about their students

II.B. How teachers can learn about their students

II.C. How teachers can use what they learn about their students (culturally responsive pedagogy)

III.A. Concepts of cultural contact

III.D. Strategies for conflict resolution

IV.A. Historical perspectives

IV.B. Demography

IV.C. Migration and Immigration

The Standards, Teacher Performance Expectations and CLAD Competencies identified above are addressed in EDMS 544 through class discussions, activities, oral/visual presentations, and written assignments.

California State University, San Marcos

College of Education

Infused Competencies

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. Students successfully completing this program receive a credential with authorization to teach English learners.

(Approved by CCTC in SB 2042 Program Standards, August 02)

Special Education

Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will demonstrate the collaborative infusion of special education competencies that reflect inclusive educational practices.

Technology

This course infuses technology competencies to prepare our candidates to use technologies, emphasizing their use in both teaching practice and student learning. Candidates are expected to use technology as part of their professional practice, as well as to research the topics discussed in this course.

ASSIGNMENTS

Detailed instructions for some course assignments will also be handed out in class.

Learning Logs

10%

(TPEs addressed through this assignment are: 1a, 2, 3, 4, 5, 6, 6a, 6b, 6d, 7, 8, 9, 10, 11, 12)

The assigned readings provide an important foundation for your increasing understanding of how to effectively teach social studies. To aid you in remembering the readings, and assist you on the quizzes, you are asked to respond to each reading assignment by coming to class with one (typed, 12 font) page summarizing key points from the reading. Learning Logs will be collected at each quiz.

Please structure each page with:

- (1) your name and nickname,
- (2) reading identification (T: 8, for example),
- (3) key points from the reading (you may include graphics),
- (4) a paragraph towards the bottom that connects the reading to your perspectives/ experience,
- (5) one question that the reading assignment prompts you to ask at this time.

Reading Quizzes

10%

During this course you will be given three quizzes covering material from our readings. The quizzes will include true/false, multiple choice and short answer questions. You may use your Learning Logs as a reference during the quizzes. Dates to be announced.

Finding the Social Studies in You! A Physical Model

5%

(TPEs addressed through this assignment are: 1a, 4, 6a, 6b, 7, 8, 11)

Have you ever tried to explain who you are through six social studies disciplines? For this assignment you will reintroduce yourself to our class by creating a physical model that illustrates aspects of you through each of the disciplines. You may use photographs, drawings, cutouts, objects, your imagination, etc. This activity models a way to engage your students, and will demonstrate your understanding of the disciplines. Aim to present for 4-5 minutes.

Internet Resource Investigation

5%

(TPEs addressed through this assignment are: 1a, 4, 5, 6a, 6b, 9, 14)

The Internet provides teachers and their students with vastly increased access to information – yet issues of quality and usefulness must be considered. For this assignment, you will explore several History/Social Science sites on the World Wide Web, evaluate them, and find two additional sites of value to social studies teachers.

Book Chat

15%

(TPEs supported through this activity are: 1a, 4, 5, 6a, 6b, 7, 9, 15)

A wealth of children's literature exists that strongly supports the state standards for teaching social studies. For this assignment you and a partner will select one book from Pages of the Past appropriate for the grade in which you are student teaching and give a 5-10 minute oral class presentation to explain how your book can be used to advance children's thinking about key social studies concepts. Your handout will include a lesson plan that incorporates your book.

Community Resource / Field Trip Project

20%

(TPEs supported through this assignment are: 1a, 2, 3, 4, 5, 6a, 6b, 7, 9, 10, 13)

In this assignment you will explore and share information about a field trip site in San Diego County. By designing a variety of pre, during, and post-trip teaching activities, as well as questions you might ask during the visit, you will be able to plan an educational (rather than purely recreational) field trip.

Oral History Project

20%

(TPEs supported through this assignment are: 1a, 2, 3, 4, 5, 6a, 6b, 7, 8, 9, 10, 11)

Collecting oral histories is an exciting way to help children understand that “history” is found all around us and is being continually created. In this project, you will conduct an oral history interview of a person about a topic that relates to the social studies curriculum.

To support your interview, you will bring to class on the designated day a primary source object (artifact, document, photographs, etc.) of significance to the person/topic of the interview. We will then create a “classroom museum” in which everyone shares his/her object and provides a 5-minute oral presentation giving the object’s background and how it could be used in teaching.

Job Application Paper

10%

(TPEs supported through this assignment are: 1a, 4, 5, 6a, 6b, 9, 13)

Imagine you are at a job interview and were just asked: “How will you teach social studies in your classroom?” Knowing how to teach and structure learning in social studies, and then being able to express your understanding, can be two different abilities. In order to help you eloquently articulate the knowledge you gained through his course (and thereby increase your chances of getting hired!), as well as enhance your educational philosophy statement, you are asked to write a two-to-three page paper (typed, double-spaced, size 12 block font) that describes the five (5) most important concepts or ideas you learned in EDMS 544. Include two quotes from our readings to support your response.

Professionalism

5%

Because this course is part of an accredited program that leads to professional certification, students are expected to demonstrate behavior consistent with a professional career. Students must:

- Attend all class meetings
- Arrive on time just as you would at a school site. Late arrivals to and early departures from class will alter the final grade.
- Prepare carefully for class.
- Complete all assignments on time. Late assignments will receive a 20% reduction in points. Occasionally a student may be asked to revise an assignment. If so, the revised work must be submitted no later than one week after it was returned and may not be eligible for full credit. If you are absent when an assignment is due, you may submit the work via email (except for Physical Model) so that it is not counted late. Receipt of the assignment will be returned by the instructor.
- Interact professionally and collaborate responsibly with your colleagues. Teacher education is a professional preparation program and students will be expected to adhere to standards of dependability, academic honesty and writing achievement.

Grading Rubric for EDMS 544

All Assignments will be graded on a 0-4 Rubric or Percentage Scale.

Grading Scale for assignments:

<u>Letter Grade</u>	<u>Rubric Grade</u>	<u>Percentage Grade</u>
A	4	90-100%
B	3	80-89%
C	2	70-79%
D	1	60-69%

<u>ASSIGNMENT</u>	<u>%</u>
Learning Logs	10
Quizzes	10
Self Model	5
Internet Investigation	5
Book Chat	15
Community Field Trip	20
Oral History Project	20
Job Application	10
<u>Professionalism</u>	<u>5</u>
TOTAL:	100%

“A” students:

1. Demonstrate serious commitment to their learning, making full use of the learning opportunities available to them and searching out the implications of their learning for future use.
2. Complete all assignments thoroughly, thoughtfully, and punctually.
3. Make insightful connections between all assignments and their developing overall understanding of methods of teaching social studies and its effects on student learning; they continually question and examine assumptions in a genuine spirit of inquiry.
4. Always collaborate with their colleagues in professional, respectful and productive ways, enhancing each participant’s learning and demonstrating personal integrity.
5. Show high level achievement of course goals.
6. Consistently complete all class preparation work and are ready to engage in thoughtful discourse.
7. Demonstrate responsibility to meeting attendance requirements (miss fewer than 2 classes or have fewer than 2 tardies/leave class early) See COE policy at end of syllabus.

“B” students:

1. Simply comply with the course requirements and expectations.
2. Complete all/most assignments, usually thoroughly, thoughtfully, and punctually.
3. Usually connect assignments to their developing overall understanding of social studies and its effects on student learning; may be satisfied with “accepting” their learning as it’s “received” without examining, very deeply, their and others’ assumptions or seeking a deeper understanding of the implications.
4. Show reasonable achievement of course goals.

5. Generally collaborate with their colleagues in professional, respectful and productive ways, enhancing each participant's learning and demonstrating personal integrity.
6. Complete most class preparation work and are ready to engage in thoughtful discourse
7. Demonstrate responsibility to meeting the attendance requirements (miss fewer than three classes or have more than 3 tardies/leave class early). See COE policy at end of syllabus.

“C” students:

1. Demonstrate an inconsistent level of compliance to course requirements and expectations.
2. Complete all/most assignments but with limited thoroughness, thoughtfulness, and/or punctuality.
3. Make limited connections between assignments and their developing overall understanding of social studies and its effects on student learning; may not be open to examining assumptions or implications and might actually “dismiss” the role of building students' literacy skills through social studies.
4. Attempt but show limited progress in achieving course goals.
5. Collaborate with their colleagues in ways that are not always professional, respectful or productive; participants may be distracted from learning and/or personal integrity may not be demonstrated.
6. Complete some class preparation work and are generally under-prepared to engage in thoughtful discourse
7. Meet the minimum attendance requirements or have excessive tardies/leave class early. See COE policy at end of syllabus.

“D” or “F” students:

Fail to meet the minimum requirements of a “C.” The specific grade will be determined based on rate of assignment completion, attendance, etc.

In order to receive a California State Teaching Credential, you must maintain a B average in your College of Education classes and receive no lower than a C+ in any one course. A grade lower than a C+ indicates serious concern about a student's readiness for a teaching credential—significant concerns exist about his/her quality of learning, quality of work, etc. If you are concerned about meeting this requirement at any time, you should talk with your instructor immediately.

COURSE SESSION TOPICS AND RELATED READINGS
Anticipated Schedule

Session Topics	Readings	Assignment Due
1 – 5/27 <i>"Social Studies" -- What? Why?</i> <i>The Big Picture in California</i> The History-Social Science Framework <i>The Framework & State Standards</i> Controversy and Themes		<ul style="list-style-type: none"> • bring H/SS & PP (preview–no response) • Introduction & Course Overview
2 – 6/3 <i>Setting Ideas Into Action</i> Lesson and Unit Planning	T: 1-2	<ul style="list-style-type: none"> • small photo of yourself • Models Group 1 • Field Trip sign ups • Book Chat sign ups
3 – 6/10 <i>Being RESOURCE-full</i> Textbooks and the Information Age	T: 3-4	
4 -- 6/17 <i>How Do You Know What They Know</i> Assessment Leads the Way Internet Assignment	T: 5	<ul style="list-style-type: none"> • Models Group 2 • OH Proposal (in class activity)
5 – 6/27 <i>"Manipulatives" in Social Studies</i> oral history The Impact of Primary Source Materials	articles (3)	<ul style="list-style-type: none"> • Book Chat Group # 1
6 – 7/1 <i>Meeting Diverse Needs</i> Teaching for Inclusion	Choate Ch 1 & 13	
7 – 7/8 <i>Learning Outside the Classroom</i> Field Trips for Education Inquiry	-----	<ul style="list-style-type: none"> • Field Trip Project
8 – 7/15 <i>Developing Your Toolbox</i> Reading, Writing, and Computers	T: 6	<ul style="list-style-type: none"> • Book Chat Group # 2
9 – 7/22 <i>Human Impact on the World</i> Geography Makes a Difference	T: 7	<ul style="list-style-type: none"> • Bring CA Atlas (preview – no response)
10 – 7/29 <i>The H.O.T.S. are Cool!</i> Getting Your Students to Think Classroom Museum	T: 8	<ul style="list-style-type: none"> • Bring your object for our “museum” • Book Chat Group # 3
11 – 8/5 <i>Making it Come Alive!</i> Using the Arts to Teach Effectively	T: 10	<ul style="list-style-type: none"> • Oral History Project
12 – 8/12 <i>Citizens for the New Millennium</i> Values & Attitudes Make a Difference Looking Back...Looking Forward!	T: 9	<ul style="list-style-type: none"> • Job Application Paper

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Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students 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 student have extenuating circumstances, s/he should contact the instructor as soon as possible.

(Approved: 12/19/97)

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities requiring reasonable accommodations must be approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be reached by phone at (760) 750-4905 or TTY (760) 750-4909. Eligible students should contact their instructor during his office hours or in a more private setting in order to ensure confidentiality.

Statement on Plagiarism

Any evidence of cheating or plagiarism (defined as presenting the words or ideas of others as your own) will result in a failing grade for that assignment and a letter regarding the incident to be placed in your file in the Dean of Student's Office. Please read "Academic Honesty" in Academic Regulations and CSUSM Policies (found in your catalog or student handbook) and see me if you have any more questions about what constitutes plagiarism or cheating. Note that on written assignments exact quotes must be placed in quotation marks. All quoted and paraphrased work must be cited in the text.

EDMS 544: **ORAL HISTORY PROJECT**

Ask children for their definition of *history* and you will likely be told that it is “the stuff you read in books about people who lived in other places, at other times”. While correct, this statement describes only one place where history can be found. For, as each moment of the present slips into the past, history is continually being created and shaped.

The collection of social events and cultural traditions that we usually associate with history actually surrounds us every minute of every day in the personal reflections and experiences we all possess. History is found in the life story of the person standing next to you in line at the grocery store and in the family who lives on the other side of the backyard fence. And some of the most relevant history can be found within our own families.

➤ **Definition of Oral History**

Oral history is the recollections and reminiscences of living persons about **their** past; it is historical inquiry that is undertaken by interviewing “everyday” individuals about the events they have **personally** experienced. (Note that oral history is not “role playing”.)

➤ **Benefits of Using Oral Histories in the Classroom**

- OH brings the social studies curriculum to life as children realize that they are surrounded by, and are a valuable part of, the creation of history.
- OH engages active learning by involving children firsthand in the gathering of historical data.
- OH builds higher level (critical) thinking skills as children develop questioning and interviewing strategies, make judgments about the point of view of the person(s) being interviewed, and then analyze, synthesize and evaluate the information they receive.
- OH is particularly suited to non-native English learners and young children because it places emphasis on interviewing subjects rather than on letters, documents, and other written records.
- OH develops strong oral language skills that are an essential prerequisite to developing good writing skills.

✓ **Collect an Oral History that is Linked to a Social Studies Topic.**

Interview a person (or persons) about a topic that relates to the California History-Social Science Framework and to your selected grade level social studies curriculum. Choose your topic, select the individual(s) you want to interview, and prepare a list of questions. You may want to practice your interview on a friend first to increase your comfort level. Conduct the interview; aim to keep it around one hour. You might want to tape-record the interview; but be sure to ask for permission to do so in advance.

After the interview, analyze your findings and summarize your oral history on **three-to-five** typed pages (double-spaced). The summary should include:

- (a) General Information: [approximately ½ page in length]
- the topic,
 - the person(s) interviewed (use descriptions, not names), and
 - the reason(s) you selected this particular topic and person(s)
- (b) Rationale: [approximately ½ page in length]
- the grade level,
 - the unit of study,
 - connections to the textbook (identify the name of the text, + chapter or pages), &
 - connections to the CA History-Social Science Framework (identify themes and page numbers)
- (c) Description: [approximately 2-3 pages in length]
- 5-10 key questions that provided the focus/objective of your study,
 - the procedures used to gather the data,
 - a succinct summary of your findings,
 - the general themes or emerging discoveries, and
 - connections between the oral history collected and social studies curriculum
- (d) Reflections: [approximately 1 page in length]
- the benefits of using oral history for you as a person and teacher,
 - the benefits of using oral history with young learners, and
 - any changes you would make in future uses, especially with young learners

On the scheduled date, you will have about 10 minutes to present your findings from your oral history interview, and share methods you could use to connect this information to curriculum.

To further bring your interview to life, you will share in class a primary source artifact (or document, photograph, etc.) related to the person or topic of your interview. Present the object, it's background, and how it could be used as a teaching tool. This will comprise our “classroom museum”.

➤ **EXAMPLES OF BROAD TOPIC QUESTIONS / THEMES**

Grade K: reaching out to times past

interviewing grandparents or older members of the community about going to school, playing with toys, wearing particular clothing, eating breakfast, using various modes of travel and communication, etc.

Grade 1: neighborhood

interviewing parents or community members about the kinds of homes, jobs, etc., and changes over time; discovering qualities of a good neighbor.

Grade 2: family; jobs

interviewing older family members about meeting loved ones and getting married, going away to school, starting jobs and careers, pursuing hobbies and special interests; supporting the community.

Grade 3: local history; local community

interviewing family and community members about various buildings in the community and changes over time; discovering the origins of street and building names, etc.; examining the changes in people who have lived within the community.

Grade 4: California

interviewing one's own family members about their personal pasts related to living in California; comparing and contrasting life in California with other places in the U.S. and the world as well as with changes over time; discovering the origins of the names of places in California.

Grade 5: United States; age of exploration

interviewing family, friends, and community members about their families' histories in the United States and what it means to be an American; discovering the many cultures who live in the United States and their contributions to the country's past, present, and future; exploring various celebrations and traditions as well as changes over time.

Grade 6: world history; ancient civilizations

interviewing family, friends, and community members about life in places outside of the United States; comparing and contrasting life outside the U.S. with life inside the U.S. and changes over time particularly the many different cultures found in California.

FOR YOUR INFORMATION ONLY--BONUS IDEAS!

Five Examples of Data Collection Methods to Use With Children:

These are only some initial possibilities to give you a general idea about designing an oral history project. Please use your own creativity to adapt the ideas to fit your and your young learners' interests and abilities along with the social studies curriculum in your grade level.

- (1) **Group Interviews:** Study the topic. Brainstorm and list questions from the entire class. Invite a guest speaker to come to the school to be interviewed by the class. In advance, you may group students to develop questions on various themes. Summarize the findings by having students return to their cooperative learning groups to synthesize their new knowledge. Each group can produce a poster or a page for a class book illustrated with drawings, photographs, or various kinds of art. Share the final product with another class.
- (2) **Individual Interviews:** Study the topic. Brainstorm and list questions together; then conduct interviews individually. Interviews could be teachers interviewing students or students interviewing teachers, family members, neighbors, community members, or other children. Presentations can be organized as identified in (1) above.
- (3) **Survey/Questionnaire Home:** After studying a topic, students create a list of commonly agreed upon (or individually designed) questions to include on a questionnaire. The survey can be given to one person or many persons; collected data is reported to the class. Findings may be compared and contrasted to gain a richer understanding of the topic.
- (4) **“Object” Interview:** Each child brings an object (from early childhood, a family heirloom, a current interest, etc.) to share orally in class. A class museum is created. Take each child's photograph holding individual objects, and let each child dictate the meaning of the individual object to a recorder to be written and/or illustrated in a book.
- (5) **Field Trip Interview:** Instead of inviting a guest speaker to your classroom, students go on a field trip and conduct interviews individually or as a group at that particular site (e.g. at a retirement center).

EDMS 544
INTERNET RESOURCE INVESTIGATION

The Internet provides teachers and their students with vastly increased access to information – yet issues of quality and usefulness must be considered. For this assignment, you will explore several History-Social Science sites on the World Wide Web, evaluate them, and **find two additional sites** that would be valuable to social studies teachers. Please type your response (12 font).

For each site, spend some time exploring the pages and links presented, and then respond briefly (**two to four complete sentences word processed for each A, B and C**):

- A. Describe what you find at the site.
B. Describe the strengths of the site as a resource tool for teachers and/or for use with students.
C. Describe how the site could be improved (even great sites can be improved!)

NOTE: Site #1 has been reviewed for you as a model. Examine the website, see if you agree or disagree with the example, and then respond to the question below.

Site #1: National Council for the Social Studies <http://www.ncss.org>

- a. This site, geared to social studies teachers, contains numerous databases with information on teaching citizenship, children’s literature, internet resources, online forums, conference, and NCSS awards. NCSS membership is offered as are and many links related to the structure of the organization. Products are available for purchase such as publications, and NCSS “collectibles”.
- b. There is no collection of elementary lesson plans, but there are many great research materials. This would be a useful site to help answer the “off the wall” questions students ask. The annotated book list offers great choices for our personal libraries. The search engine is a plus as is the streaming video and discussion board.
- c. The teaching strategies need improvement. There is no a direct link for how to use the information in the classroom. Also, some of it is not very relevant for elementary settings. A paring down of the information would be more useful. Fewer advertisements would be good.
- ✓ QUESTION: You have been asked to provide a rationale (data) for the purchase of hands-on geography resources (maps, globes...). Your school site council is asking for a report on the findings of the 2001 NAEP Geography Test. Summarize at least 1 major result of this test. (Hint: Begin with “Links”, search for “Updates for H/SS K-12 Teachers”, then scroll down!)

Continue now with your own review...

Site #2: S.C.O.R.E. – History Social Science Resources <http://score.rims.k12.ca.us>

Site #3: National Geographic Society Lessons <http://www.nationalgeographic.com>

Site #4: Ask ERIC–Social Studies http://ericir.syr.edu/cgi-bin/lessons.cgi/Social_Studies

Site #5: Your Choice to Review...

Site #6: Your Choice to Review...

2) Social Studies Activity Plan

a. Field Trip Rationale:

- identify the **unit** or topic of study,
- identify the appropriate **grade level**,
- write a **statement** on how the field trip content relates to what is studied in your students' grade level social studies text (Houghton Mifflin, McGraw-Hill, etc.) as well as in the California History/Social Science Framework. Be specific in noting text chapter/pages and Framework section/pages in order to justify why this particular site will enhance the required learning of students for the grade level you have chosen.

b. Teaching Activities

Design **6 different learning activities** for developing your students' knowledge of the selected topic through **Pre-Trip (2), During the Trip (2), and Post-Trip (2)** activities. Each activity should be described in a **full paragraph**. Activities should move away from the classroom textbook. For example, Pre-Trip activities could include a description of what you might do with slides (self-made? bought at/borrowed from site?), a community speaker (be specific about whom and what the discussion would include), or other resource materials. During the Trip activities might include ideas for hands-on learning (note: a docent tour is assumed). Be brief but specific and be sure to *define what both you and your students will be doing*.

In addition, at the beginning of each activity indicate 1 or 2 **Essential Questions** that frame what you expect children to learn. At the end of each activity indicate the **Assessment** you will use to provide evidence that students' learning matches the Essential Question.

3) Object Exploration

Select one item (object, animal, etc.) at your site and design **4 questions** that will reinforce your students' learning of your topic. Questions should be appropriate for your grade level and should stimulate the children's' higher level thinking abilities. Include a brief **"ideal" response** to each question.

4) Service Learning Component

- a. Provide a list of the major **careers** found at your site. Identify (provide name and phone #) who from the site could come to your classroom to speak about these careers and the site in general. Also describe (in a paragraph) a service learning activity that would benefit the site or your community and reinforce student learning.

5) Site Brochure or other Documentation

Simply staple this item(s) together along with the other sections. If the site has no documentation, include several photos of the site/contents.

Have fun planning for an exciting day!

Please turn in TWO COPIES of this assignment: one for your professor, and one for us to keep in the College of Education. Only the copy for your professor needs to include section #4--site brochure/documentation/photos. Please type your report using standard format: 12 font, 1 inch margins, clear typeface.