



EDMS 544B
Social Studies Education in Elementary Schools
CRN #27532
Mondays
4:00 pm – 6:45 pm
University hall 237
Spring 2014

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

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| Office: | N/A |
| Hours: | Before and after class sessions and by appointment |

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
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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 outcomes
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COURSE DESCRIPTION

Focuses on curriculum development, methods, techniques, materials, planning, organization, and assessment in social studies. Emphasis is placed on using community-based resources and on the integration of curricular areas. Methods of cross-cultural language and academic development are integrated into the course. *Enrollment Restriction: Completion of semesters 1-4 of ICP.*

Scott-Gonzalez: This course will introduce prospective elementary school teachers to the theoretical concepts, instructional methods and materials used 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. A secondary focus will be on the effective infusion of the arts (dance, music, fine arts, and drama) into the curriculum.

Course Prerequisites

Completion of Semesters 1-3 of Integrated Credential Program

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 and Visual & Performing Arts Frameworks (standards), as well as Common Core standards and related documents to the classroom experience;
- 2) understand the value of incorporating primary source materials, the arts and visual literacy, 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 the arts as well as 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, history and the arts as essential fields of study.

Required Texts

Lee, John. (2008). Visualizing Elementary Social Studies Methods.
John Wiley & Sons, Inc. ISBN: 978-0-471-72066-9

CSDE. (2005). History-Social Science Framework (for California Public Schools K-12).
Sacramento, CA. Access online at: <http://www.cde.ca.gov/ci/cr/cf/documents/histsocsciframe.pdf>

CSDE. (2004). Visual and Performing Arts Framework (for California Public Schools K-12)
Sacramento, CA. Access online at: <http://www.cde.ca.gov/ci/cr/cf/documents/vpaframework.pdf>

CSDE, (2013) California Common Core Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (for California Public Schools K-12) Access online at <http://www.cde.ca.gov/re/cc/>

Additional readings and handouts provided by the instructor will be required.

Professionalism – Dispositions:

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. Lack of professionalism in any of the following areas will alter the final grade:

1. Attend all class meetings. If you miss a class session, please notify the instructor in writing (email) as soon as possible. Absences do not change assignment due dates. See the Attendance Policy – page 7 - for this course.
2. Arrive on time just as you would at a school site. Late arrivals to and early departures from class will result in a drop of the final grade.
3. Prepare carefully for class. Be ready to discuss readings and assignments thoughtfully. All voices are valued in our classroom community. Please be sure we get to hear your thoughts on the topics we cover. This is important for your professionalism grade.
4. Complete assignments on time. Late assignments will receive a 20% reduction in points for each day late. 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. Absences do not change assignment due dates. If you are absent when an assignment is due, you may submit the work via email (except for *Social Studies in You!*) so that it is not counted late. I will confirm receipt of emailed assignments.
5. Interact professionally and collaborate responsibly with your colleagues and professor. Teacher education is a professional preparation program and students will be expected to adhere to standards of dependability, academic honesty and writing achievement. In short, please do your part to promote a healthy, happy, productive social environment.

Also, you are welcome to use a computer in class. However, it is expected that you will use the technology for class related activity. Save checking emails or other personal use for time outside of class. This goes for cell phones as well. Lack of respect in this regard will impact your professionalism grade.

SOCIAL STUDIES - PARTICIPATION, COLLABORATION AND PROFESSIONALISM

Students will engage in active learning each class session, and will be expected to actively participate, collaborate, and demonstrate professionalism at all times.

- Do you participate in class discussions productively, sharing your knowledge and understandings?
- Do you interact productively with your peers, taking on a variety of roles (leader, follower, etc.)?
- Do you contribute appropriately to group work—do you “do your share”?
- Are you able to accept others’ opinions? Are you supportive of others’ ideas?
- Do you support your peers during their presentations?
- Can you monitor and adjust your participation to allow for others’ ideas to be heard?
- Do you show a positive attitude and disposition towards teaching all students?
- Do you exhibit professional behavior at all times and display a “can do” attitude?

Rubric for PCP: Participation, Collaboration and Professionalism

| | Excellent | Acceptable | Unacceptable | |
|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <u>Attitude</u> | Always displays a positive attitude. May offer constructive criticism and include alternatives that show initiative. | Displays a positive attitude. May offer constructive criticism and include alternatives that show initiative. | Seldom has a positive attitude. Often is critical. Does not offer alternative solutions to criticism. | |
| <u>Participation</u> | Attends every class, always on time and well prepared, and never leaves early. Gives closest attention to class activities and speakers. | Attends every class, on time and prepared, and never leaves early. Gives most attention to class activities and speakers. | Is not always ready when class time begins. Doesn't give full attention in class; sometimes talks when others are speaking. | |
| <u>Professionalism</u> | Consistently behaves, talks and works in a professional manner, regardless of task/topic. | Most of the time, behaves, talks and works in a professional manner, regardless of task/topic. | Seldom behaves, talks, and works in a professional manner, regardless of task/topic. | |
| <u>Collaboration</u> | Consistently listens to, shares with, and supports the efforts of others. Tries to keep people working well together. | Most of the time listens to, shares with, and supports the efforts of others, but sometimes is not a good team member. | Rarely listens to, shares with, and supports the efforts of others. Is not always a good team player. | |
| <u>Contributions</u> | Consistently provides useful ideas; always stays focused on the task. Exhibits a lot of effort and valuable contributions. | Most of the time provides useful ideas and stays focused. A satisfactory group member who does what is required. | Rarely provides useful ideas; not always focused. Reluctant to participate. Lets others take charge. | |
| <u>Disposition toward teaching</u> | Consistently demonstrates concern in learning to teach all children. Always demonstrates strong commitment toward developing (a) an understanding of children, (b) teaching strategies, and (c) knowledge of the CA Standards for the Teaching Profession (CSTP), Teacher Performance Expectations (TPE), and CA Content Standards. | Most of the time demonstrates concern in learning to teach all children. Often demonstrates commitment toward developing (a) an understanding of children, (b) teaching strategies, and (c) knowledge of the CSTP's, TPE's, and CA Content Standards. | Rarely shows concern in learning to teach all children. Rarely demonstrates commitment toward developing (a) an understanding of children, (b) teaching strategies, and (c) knowledge of the CSTP's, TPE's, and CA Content Standards. | |
| <u>Leadership</u> | Shows strength through leadership in class activities; other students respect you as a leader. | Effectively participates and contributes, but rarely shows leadership qualities. | Does not show leadership in any area of class. | |

STUDENT LEARNING OUTCOMES

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Multiple Subject 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. This course supports TPE 1A History/Social Science as well as TPE 11 The Social Environment.

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA, 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.

Additionally, SoE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SoE website: <http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that 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 – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. 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.

ASSIGNMENTS

The Anticipated Schedule + detailed instructions for some course assignments will be handed out in class.

- **Reading Response Journals & Professionalism** **30 points**

The assigned readings provide an important foundation for your increasing understanding of how to effectively teach social studies and infuse the arts. To aid you in remembering the readings, and assist you with meaningful class participation, you are asked to respond to each reading assignment by coming to class with a typed one page response. Response journals will be collected at each class session and will only receive full points if completed by the date indicated in the schedule. Please structure each entry with:

- 1) your name and nickname,
- 2) reading identification (Chapter 8, for example),
- 3) key points from the reading, include page # (bulleted list, single-spaced, 12-font),
- 4) a paragraph following that connects the reading to your perspectives/experience (double-spaced),
- 5) one question the reading prompts you to ask.

You will be permitted one “free pass” that can be used in place of one journal .Three points will be deducted for each missing journal.

- **Finding the Social Studies in You!** **1 bonus point!**

Have you ever tried to explain who you are through six social studies disciplines? For this (required) assignment you will reintroduce yourself to our class by creating a “self model” that physically illustrates aspects of you through the social studies disciplines. You may use photographs, drawings, objects, collections, etc. This activity models a way to verbally and visually engage your students -- and will demonstrate your understanding of the disciplines. Aim to present for 5 minutes.

The following three assignments will link together to support a social studies unit plan centered on a Big Idea for your selected grade level (K-6)...

NOTE: Full assignment guidelines can be found on Cougar Courses.

- **Literature Connection – Lesson Design... a partner assignment** **20 points**

A wealth of children’s literature exists that strongly supports the state standards for teaching social studies. For this assignment you and your partner/s will select *one book* appropriate for the grade level unit you are developing. You will then dramatically present your book and explain how it can be used to advance children’s thinking about key social studies concepts and the arts. You will create a handout for your colleagues and design a lesson that incorporates your book.

- **Community Resource / Field Trip Project... a partner assignment** **20 points**

In this assignment you and your Literature Connection partner/s will explore and share information about a field trip site in San Diego County. By designing a variety of pre, during, and post-trip lessons, as well as higher level thinking questions and assessments, you will be able to plan an educational (rather than purely recreational) field trip.

- **Oral History Project ... an individual assignment** **20 points**

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 your social studies unit.

To support your interview and demonstrate the power of visual literacy, 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”.

- **Mock Interview** **10 points**

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 this course (and thereby increase your chances of getting hired!), as well as enhance your educational philosophy statement, you will participate in a mock interview during our last class.

| ASSIGNMENT | POINTS |
|---------------------------------------|---------------|
| Professionalism/Reading Journals | 30 |
| Social Studies in You! | 1 bonus point |
| Literature Connection – Lesson Design | 20 |
| Community Field Trip | 20 |
| Oral History Project | 20 |
| Mock Interview | 10 |
| TOTAL: | 100 points |

Grading Scale:

Grades will be determined by the total number of points earned (100 points possible):

A = 94-100 A- = 91-93 B+ = 88-90 B = 85-87 B- = 81-84
 C+ = 78-80 C = 74-77 C- = 71-73 D = 60-70 F = 0-59

Remember! You must maintain a B average (3.0 GPA) in your teacher education courses to receive a teaching credential from the State of California.

Exemplary “A” Students (you!)

1. Demonstrate serious commitment to their learning, making full use of the learning opportunities available and searching out the implications of their learning for future use.
2. Complete all assignments thoroughly, thoughtfully and timely.
3. Make insightful connections between assignments and their developing overall understanding of social studies concepts; continually question and examine assumptions in a genuine spirit of inquiry.
4. Show high level achievement of course goals.
5. Display a “can do” attitude, give 100%, and work to help others learn too.

GENERAL CONSIDERATIONS

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates 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 have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

For this class, students missing more than one class session cannot earn an A or A-. Students missing more than two class sessions cannot earn a B or B+. Students missing more than three classes cannot earn a C+. Arriving late or leaving early by more than 20 minutes counts as an absence. Notifying the instructor does not constitute an excuse. All assignments must be turned in on due date even in case of an absence.

Students with Disabilities Requiring Reasonable Accommodations

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

All University Writing Requirement

A writing requirement of 2500 words is required in all CSUSM courses. You will achieve a significant writing experience in EDMS 544 through the following assignments: weekly reading journal responses, literature connection, field trip project, oral history project, and various in-class writing prompts.

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*)

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 written work and oral presentation assignments must be original work. All ideas/materials 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 with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no 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.

Plagiarism:

As an educator, it is expected that each candidate 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.

Use of Technology

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

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.

SCHEDULE/COURSE OUTLINE

| Date | Topic | Readings | Assignment Due |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1 1/27/14 | "Social Studies" – What? Why? Introduction and Course Overview | *Reading Response | Bring Lee textbook to each class |
| Week 2 2/03/14 | The Big Picture: California's Framework Lesson and Unit Planning | *Ch. 1 | Reading Response on Ch. 1 Have access to H/SS Framework & CC Standards Bring photo of yourself, if possible |
| Week 3 2/10/14 | Looking in the Mirror The Reflective Teaching Cycle | *Ch. 2 | Reading Response on Ch. 2 Social Studies in You! Presentations Literature Connection Book Chat sign ups |
| Week 4 2/17/14 | Curious Minds Want to Know Inquiry, Investigations, Interpretations | *Ch. 3 | Reading Response on Ch. 3 Book Chat Group # 1 presents |
| Week 5 2/24/14 | We Can Do It All! Social Studies & Arts Meeting Standards, Covering Curriculum Directly & Indirectly | *Ch. 4 | Reading Response on Ch. 4 Book Chat Group #2 presents Unit Proposal (in class) |
| Week 6 3/03/14 | Creating Empathetic History Detectives Teaching for Historical Understanding | *Ch. 5 | Reading Response on Ch. 5 Book Chat Group #3 presents Literature Lesson Design (draft) |
| Week 7 3/10/14 | Listening to the Stories of HISTORY Oral History for Active Learning | Oral History Articles | Reading Response on OH articles Book Chat Group #4 presents |
| Week 8 3/17/14 | Human Impact on the World Teaching for Geographic Awareness | *Ch. 6 | Reading Response on Ch. 6 Book Chat Group #5 presents Literature Lesson Design (partner) |
| Week 9 3/24/14 | Learning Outside the Classroom Field Trips for Educational Inquiry | *Ch. 8 | Reading Response on Ch. 8 |
| Week 10 3/31/14 | CSUSM Spring Break | | |
| Week 11 4/07/14 | Caring Citizens for the New Millennium Teaching for Civic Competence | *Ch. 7 | Reading Response on Ch. 7 Book Chat Group #6 presents Field Trip Project (draft) |
| Week 12 4/14/14 | Literacy Cultivates the H.O.T.S. Thinking through Reading & Writing | *Ch. 9 & 10 | Reading Response Ch. 9 or 10 Field Trip Project (partner) Book Chat Group #7 presents |
| Week 13 4/21/14 | "Manipulatives" in Social Studies Primary Sources are Key | *Ch. 11 & 12 | Reading Response Ch. 11 or 12 Book chat Group # 8 presents Oral History Project (draft) |
| Week 14 4/28/14 | A Trio of Essential Considerations Diversity, Technology & Active Learning How Do You Know What They Know? Assessment Leads the Way | *Ch. 13 & 14 | Reading Response Ch. 13 or 14 Oral History Project (individual) Artifact for our museum and Oral sharing of Oral History Projects |
| Week 15 5/05/14 | Last Class! Looking Back, Looking Forward Creating Citizens for the New Millennium | | Mock Interview (in class) |