

California State University San Marcos
College of Education

**** SOCIAL STUDIES EDUCATION IN ELEMENTARY SCHOOLS ****
CRN #22185 - Section 5
Cohort 52

EDMS 544

Spring 2004

Meetings: Tuesdays & Thursdays (8 weeks), 7:00 – 9:45

Room: University Hall 441

Instructor: Dr. Laura Wendling

Office Hours: Tuesday/Thursday 1:00 – 2:00

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Children are the messages we will send to a time we will never see..

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 (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:

CSDE. (2000). History-Social Science Framework (for California Public Schools K-12). Sacramento, CA. (H/SS)

Turner, T. N. (2004). Essentials of Classroom Teaching: Elementary Social Studies. Boston: Allyn and Bacon. (T)

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

Highly Recommended:

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

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

Professionalism

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

1. Attend all class meetings. More than one absence will lower your grade in the following manner: If you miss 2 class sessions, your highest possible grade is a B. If you miss 3 class sessions, your highest possible grade is a C. If you miss more than 20% of the class (3 class sessions), you may not receive a passing grade for the course.

If you miss a class session, please notify the instructor in writing (email) as soon as possible.

2. Arrive on time just as you would at a school site. Late arrivals to and early departures each count as ½ absence.

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.

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 Physical Model) so that it is not counted late. I will confirm receipt of emailed assignments.

5. 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. You will be asked to complete the following Professionalism Rubric at the end of the course. The information you provide will be considered in your final grade.

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 (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)	
<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.	

At the end of this course, you will self assess using this rubric and write (in class) your rationale.
21 points possible TOTAL SCORE: _____

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.

ASSIGNMENTS

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

➤ **Reading Response Journal**

15 points

(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 with meaningful class participation, you are asked to respond to each reading assignment by coming to class with an entry in your reading response journal (you will need to purchase 2 large Blue Books). Response journals will be collected periodically. 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.

➤ **Finding the Social Studies in You! A Physical Model**

pass/fail

(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 the social studies disciplines. You may use photographs, drawings, cut-outs, 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.

The following three assignments will link together to support a social studies unit plan...

- **Book Chat** **15 points**
(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 level unit you are developing. You will then present your book and explain how it can be used to advance children’s thinking about key social studies concepts. Your handout will include a lesson plan that incorporates your book. (more details to come)

- **Community Resource / Field Trip Project** **25 points**
(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. (more details to come)

- **Oral History Project** **20 points**
(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 your social studies unit.

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”. (more details to come).

- **Mock Interview** **10 points**
(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 will participate in a mock interview. Be prepared to describe five (5) of the most important concepts or ideas you learned in EDMS 544. It is suggested that you have quotes from our readings to support your responses.

ASSIGNMENT	POINTS
Professionalism	15
Reading Response Journal	15
Physical Model	pass/fail
Book Chat	15
Community Field Trip	25
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 = 93-100 B+ = 87-89 B- = 80-82 C = 73-76 D = 60-69
 A- = 90-92 B = 83-86 C+ = 77-79 C- = 70-72 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.

Grading Rubric:

“A” Students

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 and thoughtfully.
3. Make insightful connections between all 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.

“B” Students

1. Simply comply with the course requirements and expectations.
2. Complete all assignments, usually thoroughly and thoughtfully.
3. Usually connect assignments to their developing overall understanding of social studies concepts; may be satisfied with accepting their learning as it is received without deeply examining assumptions or seeking a higher level of understanding of the implications.
4. Show reasonable achievement of course goals.

“C” Students

1. Demonstrate an inconsistent level of compliance to course requirements and expectations.
2. Complete all assignments with limited thoroughness and thoughtfulness.
3. Make limited connections between assignments and their developing overall understanding of social studies concepts; may not be open to examining assumptions or implications and may actually dismiss the importance of the understanding of social studies concepts.
4. Attempt, but show limited progress in achieving course goals.

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 ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

(adopted by COE Governance Community October, 1997)

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)

CLAD Infusion

In 1992, the College of Education voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted.

Disabled Student Services Office

Students with disabilities requiring reasonable accommodations must be approved for services through the Disabled Student Services Office (DSS) in Craven Hall 5205 at (760) 750-4905 or TTY (760) 750-4909. Eligible students may contact John Segoria 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.

COURSE SESSION TOPICS AND RELATED READINGS
Anticipated Schedule

Session Topics	Readings	Assignment Due (+ Reading Journals)
1 – 1/20 (T)	"Social Studies" -- What? Why? Introduction and Course Overview	
2 – 1/22 (Th)	The Big Picture in California The History-Social Science Framework	T: 1 • small photo of yourself • bring H/SS
3 – 1/27 (T)	Setting Ideas Into Action Lesson and Unit Planning	T: 2 • Models Group 1 (# 1 - 14) • Book Chat sign ups
4 – 1/29 (Th)	The Framework / State Standards Controversy and Themes	T: 3 • Models Group 2 (# 15 - 30) • Field Trip sign ups • Book Chat (draft)
5 – 2/3 (T)	How Do You Know What They Know Assessment Leads the Way	T: 5 • Book Chat Group # 1
6 – 2/5 (Th)	Being RESOURCE-full Textbooks and the Information Age	T: 4 • Book Chat Group # 2 • OH Proposal (in class) • Favorite Social Studies Websites
7 – 2/10 (T)	"Manipulatives" in Social Studies The Impact of Primary Source Materials	oral history articles (3) • Book Chat Group # 3
8 – 2/12 (Th)	Meeting Diverse Needs Teaching for Inclusion	Choate chaps 1 & 13 • Book Chat Group # 4 • Field Trip Project (draft)
9 – 2/17 (T)	Learning Outside the Classroom Field Trips for Education Inquiry	----- • Field Trip Project • Book Chat Group # 5
10 – 2/19 (Th)	Developing Your Toolbox Reading, Writing, and Computers	T: 6 • Book Chat Group # 6
11 – 2/24 (T)	Human Impact on the World Geography Makes a Difference The H.O.T.S. are Cool! Getting Your Students to Think	T: 7 T: 8 • Bring CA Atlas • Oral History Project (draft)
12 – 2/26 (Th)	Virginia Hansen Symposium – California Center for the Arts, Escondido	
13 – 3/2 (T)	Making it Come Alive! Using the Arts to Teach Effectively Classroom Museum	T: 10 • Oral History Project • Bring your object for our "museum"
14 – 3/4 (Th)	California Council for the Social Studies Conference - independent study	
15 – 3/9 (T)	Citizens for the New Millennium Values & Attitudes Make a Difference	T: 9 • Mock Interview
16 – 3/11 (Th)	Looking Back...Looking Forward!	• Reading Response Journals (2)

Lesson Plan Format

Lesson Title: What is the title of your lesson?

Grade Level: What is the grade level?

California Content Standard(s): What standards are addressed?

Lesson Objective: What do you want students to be able to do?

Concept(s)/Big Idea(s): What is the “big idea” and why is it important?

Student Groupings: How will you group students for instruction?

Materials/Resources/Technology: What does the teacher need?
What do the students need?

Assessment: How will your students demonstrate that they have met the objective?
Is there a clear match between the standards, objectives and the assessment?

Lesson Procedures:

- **Into -**
(minutes?)

- **Through -**
(minutes?)

- **Beyond -**
(minutes?)

Accommodations/Adaptations/Applications:

References: You cannot copy a lesson directly from another source, but you may modify existing lessons. However, you must give credit for any resources you use, including those from the web.