

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION**

EDMS 544—Social Studies Education in Elementary Schools CRN: 21503

**Valley Elementary School
13000 Bowron Road
Poway, CA 92064
Friday—9:00- 3:15
Spring 2011**

**Instructor: Mae S. Chaplin, Distinguished Teacher in Residence
Phone: (760)750-8540
E-Mail: mchaplin@csusm.edu
Office: UH 400
Office Hours: By Appointment**

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)*

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.

Students with Disabilities Requiring Reasonable Accommodations: Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted 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 or, in order to ensure confidentiality, in a more private setting.

College of Education Attendance Policy – Attendance is Mandatory: 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. Absences and late arrivals/early departures affect the final grade. COE attendance policy states, “At a minimum, students must attend 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 you have extenuating circumstances, contact the instructor as soon as possible. **In this section of EDMS 544, the following attendance policy applies: EIGHT points will be deducted for every one day’s absence regardless of the circumstances. Students who miss more than two classes will not meet the guidelines set by the College of Education required to earn a passing grade for this course. Arriving late/leaving early on more than 2 occasions will be equivalent to one absence. Students will have the opportunity to make-up one absence. Details of this assignment will be provided as necessary by the instructor.**

All University Writing Requirement: Every course at the university must fulfill the university’s writing requirement of at least 2,500 words.

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 a future educator, it is expected that each student 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.

Grading and Expectations: Teacher education is a professional preparation program. It is expected students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the College of Education. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. Furthermore,

- You must maintain a B average (3.0 GPA), with all grades at a C+ or better, in your teacher education courses to receive a teaching credential from the State of California.
- Late assignments will be accepted only under extenuating circumstances. Consult the instructor in advance if an assignment will be turned in late.

A	94-100 points	A-	90-93 points
B+	88-89 points	B	83-87 points
B-	80-82 points	C+	78-79 points
C	73-77 points	C-	70-72 points

Use of Technology: Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, 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. 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 College 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.

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:

1. Lee, John. (2008) *Visualizing Elementary Social Studies Methods*. John Wiley & Sons, Inc. ISBN 978-0-471-720669,
2. CSDE. (2005). *History-Social Science Framework: California Public Schools K-12*. Sacramento: CSDE. **Access online at:**
<http://www.cde.ca.gov/ci/cr/cf/documents/histsocsciframe.pdf>
3. CSDE. (2004). *Visual and Performing Arts Framework: California Public Schools K-12*. Sacramento: CSDE. **Access on-line at:**
<http://www.cde.ca.gov/ci/cr/cf/documents/vpaframewrk.pdf>
4. Additional readings will be provided through Cougar Courses.

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 2) 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. See the Attendance Policy (page 2) for more details.
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 10% 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 SS 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.

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.

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, COE classes use common pedagogical language, lesson plans (lesson designs), and Units of Study (Units of Study) 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 COE website provided at the website provided:

<http://www.csusm.edu/coe/CalTPA/ProgramMaterialsTPA.html>

Assignment	Points	Due Date
1. Reading Responses	16	On-Going
2. Lit. Connection: Lesson Design	20	On-Going
3. Community Field Trip	20	February 26 th
4. Oral History, Art, or Technology Project	20	March 12 th
5. Mock Interview	10	March 12 th
6. Professional Dispositions and Attendance	14	On-Going

EDMS Course Schedule, Spring 2011

(The Instructor reserves the right to alter the course schedule. Always bring your books to class.)

Date/Session	Topics	Readings and Assignments Due
<u>Session #1</u> January 28th	Introduction Course Overview: Why Social Studies? The Big Picture in California Lesson and Unit Planning	Lee—1 (In-Class Activity!)
<u>Session #2</u> February 4th	Reflective Teaching Inquiry and Investigations Framework: Controversy and Themes	Lee—2, 3 Lit. Connection and Field Trip Sign Ups Due: Social Studies in You!
<u>Session #3</u> February 11th	Being Resourceful: Social Studies and Art History Detectives	Lee—4, 8, or 9 Lee—5 Unit Proposal (In-Class Activity!) Due: Book Chat Group #1
<u>Session #4</u> February 18th	Creative History Detectives: Oral History for Active Learning Beyond the Classroom: Field Trips	Oral History Articles (Moodle) Lit. Lesson Design (Draft Workshop) Due: Book Chat Group #2
<u>Session #5</u> February 25th	Human Impact: Geography Makes a Difference Teaching for Civic Competence	Lee—6, 7 Due: Book Chat Group #3
<u>Session #6</u> March 4th	Manipulatives: Not just for Mathematics—Primary Sources Getting Students to Think Critically	Lee—10 Due: Field Trip Activity
<u>Session #7</u> March 5	Technology and Active Learning Assessment	Lee—11, 12, or 14 Lee—13 In-Class Workshop!
<u>Session #8</u> March 12	Making History Come Alive: Arts and Effective Teaching Creating Citizens	Mock Interview Due: Final Choice Project

Assignments

➤ **Reading Responses**

16 points

The assigned readings provide an important foundation for your increasing understanding of how to teach social studies effectively. To focus your reading, aid you in remembering the content, and assist you with meaningful class participation, you will be asked to complete a 10 minute in-class, open book “quickwrite” in response to one of the questions listed within each chapter. Additional Reading Responses may take the form of in-class projects and discussions.

➤ **Literature Connection – Lesson Design**

20 points

A wealth of children’s literature that strongly supports the state standards for teaching social studies exists for you to incorporate into your lessons. For this assignment you will work with a group to select *one book* appropriate for your assigned grade-level. Your group will then dramatically present your book and explain how it can be used to advance children’s thinking about key social studies concepts. Each group will be responsible for creating a handout and one-page lesson design for your chosen book. More details will be provided during class.

➤ **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 during an interview, can be two different abilities. In order to help you eloquently articulate the knowledge you gained through this course as well as enhance your educational philosophy statement, you will participate in a mock interview. Of course, your ability to “wow” your interview panel will increase your chances of getting hired, so prepare well for this assignment! ☺

➤ **Professional Dispositions and Attendance**

14 points

Students are expected to adhere to a professional code of ethics including: being in class on time and prepared with assignments and readings; participating fully in small and large group discussions and tasks; using computers during class time for note-taking or directed tasks; being respectful to peers and instructors; demonstrating willingness to help all students succeed.

Please consider the following guidelines for the development of your professional dispositions:

1. Do you interact productively with peers?

2. Do you do your share in group projects and activities?
3. Do you accept others' opinions and ideas?
4. Do you support others during presentations?
5. Do you participate the way you would want your students to participate?
6. Are you prepared for class?
7. Do you turn in high-quality assignments on time?
8. Are you punctual with your assignments and attendance?
9. Do you attended each class session?
10. Do you stay for the duration of each class session?

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

➤ **Community Resource / Field Trip Project** *20 points*

In this assignment you and your grade-level team 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 higher level thinking questions, you will be able to plan an educational (rather than purely recreational) field trip. More details will be provided during class.

➤ **Oral History, Art, or Technology Project** *20 points*

Throughout your career as a professional educator, you will need to find ways of making your Social Studies instruction engaging, meaningful, and accessible for your students. Using cross-curricular lessons and hands-on projects are excellent methods of enhancing Social Studies curriculum while providing your students with ways of increasing learning outcomes and overall enjoyment. For this final project, you will select and plan an Oral History, Art, or Technology project that connects to your grade-level's "Big Idea" and allows your students to get excited about Social Studies.

Note: You will be able to work within grade-level team of 2-3 people to help gather ideas and resources for your field trip and Oral History, Art, or Technology Projects.