

**California State University San Marcos
College of Education**

**** SOCIAL STUDIES EDUCATION IN ELEMENTARY SCHOOLS ****

EDMS 544, Integrated CRN: 21462
Meetings: Wednesdays, 2:30 – 5:15 pm

Spring 2005
Room: UH 439

Instructor: Dr. Fran Chadwick

Office Hours: Wednesday 10:00 – 12:00 or by appointment

Office Location: UH 317

Phone: (760) 750-8521

Email: fchadwic@csusm.edu

Course Description

This course 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.

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 R's) 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.

Integration

This course may be integrated with EDMS 555 in the following ways: the book used for the book chat in EDMS 544 can be the main selection for your Multicultural Literacy assignment in EDMS 555. The Oral History project can be used as an extension activity for your CALLA unit. The EDMS 544 Field Trip project can also become an extension activity for your CALLA unit, and the EDMS Internet requirement will enhance the list of resources for the CALLA unit.

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 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) www.cde.ca.gov/cilbranch/cfir/hsssbeup.pdf

Turner, T. N. (2003). Essentials of Classroom Teaching: Elementary Social Studies. Boston: Allyn and Bacon. (T)

Additional readings from previously purchased, Successful Inclusive Teaching by Joyce Choate and handouts provided by the instructor will be required.

Recommended Texts

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

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. 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 will affect the final grade. 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.

For this class, if you are absent 2 days, your highest possible grade is a B. If you are absent more than 2 days, your highest possible grade is a C, which means that you will not pass the course. Late arrivals and early departures will affect your final grade. Absences do not change assignment due dates. Late assignments will receive a reduction in points for each day late. Notify instructor in writing (email) as soon as possible if you are absent or know in advance that you will not be attending class.

2. 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, and academic honesty. Prepare carefully for class, and be ready to discuss readings and assignments thoughtfully.

3. Each written assignment is expected to have a clear organizational presentation and be free of grammar, punctuation and spelling errors. There will be a reduction in points for grammar, punctuation and spelling errors.

4. Complete all 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. 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. Please request return receipt from your toolbar when submitting an assignment via email due to absence. Receipt of the assignment will be returned by the instructor if this option is utilized when email is sent by student.

University Writing Requirement

Every course at CSUSM must have a writing requirement of at least 2500 words. In EDMS 544, the Field Trip Project, Oral History Project, Unit Plan, Mock Interview, and Literature Connection will collectively contain a minimum of 2500 words.

California Commission on Teacher Credentialing

Standards Alignment:

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Multiple Subjects Credential. Be sure to incorporate artifacts from this class into your final comprehensive portfolio.

Teacher Performance Expectation Competencies (TPE)

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Multiple Subject Credential. This course is designed to help those seeking a California teaching 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. You will be required to formally address the following TPE's in this course:

TPE #1A: Subject Specific Pedagogical Skills for History/Social Science

During interrelated activities in program coursework and fieldwork, MS candidates learn to:

- teach state-adopted academic content standards for students in H/SS while helping students to learn and use basic analysis skills;
- enrich the study of social studies by drawing on social science concepts, case studies and cross-cultural activities;
- incorporate basic critical thinking skills and study skills into content-based instruction; and
- utilize active forms of social studies learning, including simulations, debates, research activities and cooperative projects.

MS candidates begin to interrelate ideas and information within and across history/social science and other subject areas.

EDMS 544 will also take primary responsibility for addressing the content of TPE 11.

TPE #11: The Social Environment

Candidates for a Teaching Credential develop and maintain clear expectations for academic and social behavior. The candidates promote student effort and engagement and create a positive climate for learning. They know how to write and implement a student discipline plan. They know how to establish rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness. Candidates respond appropriately to sensitive issues and classroom discussions. They help students learn to work responsibly with others and independently. Based on observations of students and consultation with other teachers, the candidate recognizes how well the social environment maximizes academic achievement for all students and makes necessary changes.

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.B. How teachers can learn about their students

II.A. What teachers should learn about their students

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

III.D. Strategies for conflict resolution

III.A. Concepts of cultural contact

IV.B. Demography

IV.A. Historical perspectives

IV.C. Migration and Immigration

The 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 and rubrics for some course assignments will be handed out in class.

☐ ***Reading Response Journal*** **15%**

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 (Blue Book) summarizing key points from the assigned reading for that day. Response journals will be checked randomly and may be collected at the professor's discretion. Response journals may also be referenced by you to answer open-ended prompts about assigned readings. Please structure each page with:

- (1) reading identification (T:8, for example),
- (2) key points from the reading (you may include graphics),
- (3) a paragraph toward the bottom that connects the reading to your perspectives/ experience,
- (4) one question that the reading assignment prompts you to ask after thinking deeper about the issue.

☐ ***Finding the Social Studies in You! A Physical Model*** **Pass/Fail**

Have you ever tried to explain who you are through six of the social studies disciplines? For this assignment you will reintroduce yourself to a group in 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 awareness of the disciplines. Aim to present for 4-5 minutes.

The following assignments will link together and create a well-developed social studies unit plan:

☐ ***Literature Connection*** **15%**

A wealth of children's literature exists that strongly supports the state standards for teaching social studies. This assignment will serve as the introduction to your unit. You will select *one children's literature book* appropriate for the grade level unit you will be developing. You will be required to present your book and explain how it can be used to advance children's thinking about the key social studies concept and provide a "hook" for the unit you will be developing. Your handout will include a lesson plan that incorporates your book. (more details to come)

☐ ***Community Resource / Field Trip Project*** **25%**

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, you will be able to plan an educational (rather than purely recreational) field trip to enhance understandings within your unit (more details to come).

☐ ***Oral History Project*** **20%**

Collecting oral histories is an exciting way to help children understand that "history" is found all around us and is continually created. In this project, you will conduct an oral history interview about a topic that relates to your social studies unit. In addition, you will describe an oral history project for your students that addresses the essential questions of your unit.

To support your own 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".

□ **Mock Interview Assignment**

10%

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 have gained through this course, as well as enhance your educational philosophy, you will participate in a mock interview. Be prepared to describe at least five (5) of the most important concepts or ideas you have learned in EDMS 544. It is suggested that you have quotes from the reading to support your responses.

□ **Anticipated Schedule including due dates for assignments will be available first class session**

Assignments & Participation Percentage

Unit Plan	P/F
Professionalism/TPE 11	15%
Reading Response Journal	15%
Self Model	P/F
Literature Connection	15%
Community Field Trip	25%
Oral History Project	20%
Mock Interview	10%

Grading Scale:

Assignments will be scored (1-4), using rubrics listing specific criteria to be addressed. Rubrics will be sent to students with each assignment. Assignments are weighted as listed above.

Exemplary “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 toward the goal of developing an in-depth social studies unit, receiving 3.5-4.0 averages on all assignments.
3. Make insightful connections between all assignments and their developing overall understanding of social studies concepts; they continually question and examine assumptions in a genuine spirit of inquiry.
4. Students show a high level of achievement of course goals.

“B” Students

1. Simply comply with the course requirements and expectations.
2. Complete all assignments, usually thoroughly and thoughtfully, receiving 2.7 -3.4 average on all assignments.
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. Students 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, receiving 1.7-2.6 average on all assignments.
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)

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)

Students with Disabilities Requiring Reasonable Accommodations

Students 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 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.

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 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.”

SB2042: AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	I. The Nature of Culture
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
I. Language Change		C. How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	III. Cultural Contact
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	A. Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	B. Methods	B. Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	C. The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	D. Strategies for conflict resolution
E. Political factors affecting first- and second-language development	E. Technical concepts	IV. Cultural Diversity in U.S. and CA.
		A. Historical perspectives
		B. Demography
		C. Migration and immigration

Lesson Plan Format

Grade Level: What is the grade level?

Student Groupings: How will you group students for instruction?

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

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

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

Write in complete sentences. Use an action verb and explain how students will demonstrate their new knowledge and understanding. "The students will _____."

Concept(s): What are you trying to teach? Which essential questions will be answered through the learning activity?

Do not say "The students will ____." (That is an objective, not a concept.)

Assessment: What evidence/criteria demonstrates that they have achieved the objective?

Lesson Procedures: Explain the procedures for each. Include what the teacher will do and what the students will do.

a. **Into**

(minutes?)

b. **Through**

(minutes?)

c. **Beyond**

(minutes?)

Accommodations/Adaptations/Applications: In what ways does your lesson address the following....

- SDAIE strategies and explanations
- Adaptations for students with disabilities and explanations
- Applications to everyday life and explanations

References: Title, author, publisher, year of resources