

California State University San Marcos College of Education

EDMS 544 – Social Studies Education for Elementary School Teachers

Spring 2007

CRN: 22147

Southwest Riverside County: Fridays 8:00a.m. – 2:15 p.m.

Instructor: Maureen Lorimer
 Office hours: After class. and by appointment
 Phone: (951) 675-3669
 Email: [webct6](#) course mail

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 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.

Course Objectives:

As a result of this course, you will be able to:

1. apply the California History/Social Science Framework, the State H/SS Standards and related documents to the classroom experience;
2. understand the value of incorporating primary source materials, the arts, and oral history methods into social studies instruction;
3. become aware of the multitude of community resources available to teachers and the ways in which these resources can be used to strengthen the social studies program;
4. design lessons / units that are grade level and developmentally appropriate, that utilize primary source materials, that infuse a multicultural/lingual perspective, and that address the needs of diverse learners;
5. design curricula that reflect a variety of instructional strategies and that develop children's higher-level thinking skills through active participation;
6. more deeply appreciate the social sciences and history as a field of study.

Required Texts

Turner, T. N. (2004). *Essentials of Classroom Teaching: Elementary Social Studies – 3rd ed.* Boston: Allyn and Bacon. (T)

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

Recommended Texts

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

Please note: Additional readings from previously purchased, Successful Inclusive Teaching by Joyce Choate, the web, and instructor handouts will be required

Taskstream: you will need to register for Taskstream (an electronic portfolio system). Additional information will be provided by the instructor.

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 the program receive a credential with authorization to teach English learners. (*Approved by CCTC in SB2042 Program Standards – August 2002*).

Teacher Performance Expectations (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. You will be required to formally address the following TPEs in this course:

You are required to formally address the following TPEs in this course in order to receive a passing grade:

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

EDMS544 will also take primary responsibility for addressing the content of TPE 11.

TPE 11: Preparation to Use Educational Ideas and Research

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

CSUSM College of Education 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. *(Adopted by the COE Governance Community, December 1997).*

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.

For this class, if you are absent one day, your highest grade is a B. For a partial single day absence, your highest grade will be an A-. If you are absent more than one day your highest possible grade is a C, which means you may not receive a passing grade 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.

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 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 model TPE 11 and do your part to promote a healthy, happy, productive social environment.

Students with Disabilities Requiring Reasonable Accommodations

Students must be approved for services by providing appropriate and recent documentation to the Office of 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.

University Writing Requirement

Every course at CSUSM must have a writing requirement of at least 2500 words. In EDMS544, the Field Trip Project, Oral History Project, Unit Plan, Mock Interview, and Literature Connection will collectively contain a minimum of 2500 words.

Course Assignments

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

On-Line Reading Response Journal

(30 points)

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 participation, you are asked to respond to each reading assignment by preparing an entry in your online reading response journal. Your reflection should include:

- (1) reading identification (T:8, for example)
- (2) key points from the reading
- (3) a statement 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.
- (5) graphic representations may be used to present your understanding.

A response group facilitator will use your questions to generate an on-line discussion about the reading. Each of you will assume this role at some point during the course. Because reading responses will be shared at the beginning of each class session, it is imperative that you complete your responses and on-line discussion prior to the beginning of class. A rubric and model will be provided in class.

Finding the Social Studies in You! A Physical Model

P/F

Have you ever tried to explain who you are through six social studies disciplines? For this assignment you will reintroduce yourself to our class by creating a physical model that illustrates aspects of you through each of the disciplines. You may use photographs, drawings, 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 assignments will link together and create a well-developed social studies unit plan:

Literature Connection – Partner Assignment

(30 points)

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 and your partner 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. Your handout will include a lesson plan that incorporates your book. A rubric and detailed requirements will be provided.

Community Resource / Field Trip Project – Individual Assignment

(50 points)

Based upon the overarching goal for your unit plan, this assignment will extend student understanding of key concepts originally developed in the Literature Connection assignment. In this project you will explore and share information about a field trip site in Southern California. 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. A rubric and detailed requirements will be provided.

Oral History Project – Individual Assignment

(50 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 the overarching goal of your unit plan (i.e. reinforce the enduring understanding).

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

Mock Interview**(15 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 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 EDMS544. It is suggested that you have quotes from the reading to support your responses.

Taskstream**(P / F)**

The Taskstream electronic portfolio system has been designed as a reflective tool and formal assessment of the TPEs required for this course. A detailed explanation of Taskstream and the requirements for entry will be provided by the instructor.

Assignments and Grading*Assignment Points*

Participation/Disposition	25
Reading Response	30
Self Model	P / F
Literature Connection	30
Community / Field Trip	50
Oral History Project	50
Mock Interview	15
Taskstream Entry	P / F*
TOTAL:	200

****Although no points are assigned, successful completion of TPE postings to Taskstream ("Done!") are required to pass this class.***

Grading Scale:

A	181 - 200 points
B	161 - 180 points
C	141 - 160 points
D	121 - 140 points

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.

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."

Course Session Topics, Related Readings, and Assignments			
Date	Key Concepts	Readings	Assignments (due for this session)
1/26	<i>Intro/Course Overview</i> Building Community <i>What is History/Social Studies?</i> Developing Enduring Understandings & Essential Questions <i>Literature title selection</i>	T: 1, 2 & articles	Reading Response # 1 & 2 (in class)
2/2	<i>What will be taught - Effective Planning</i> Controversy and Themes Using textbooks effectively <i>Being RESOURCE-full</i> <i>Field Trip selection</i>	T: 3 & 4	Reading Response #3 & 4 <i>Self model Presentations – Group 1</i> <i>Bring in a social studies textbook</i>
2/9	<i>How Do You Know That They Know?</i> Assessment Leads the Way <i>Meeting Diverse Needs</i> Inclusive Teaching	T: 5 Choate Ch. 13 & articles	Reading Response #5 & 6 <i>Self model Presentations – Group 2</i>
2/16	<i>Active and Engaging Learning</i> Enhancing the enduring understanding Pre, During, and Post-Trip Learning <i>“Manipulatives” in Social Studies</i> The Impact of Primary Source Materials OH proposal (in class activity)	OH Articles	Reading Response #7 Lit Connection Presentations Field Trip Peer Review
2/23	<i>A Repertoire of Strategies</i> Geography Makes a Difference <i>Human Impact on the World</i> Reading, Writing, & Technology	T: 7 & 6	Reading Response #8 & 9 Field Trip Project <i>Taskstream – peer review</i>
3/2	<i>Online Class Session</i> <i>Expanding Student Thinking</i> <i>Taskstream Prep</i>	T: 8, 9 + articles	Reading Response #10 & #11 Oral History Peer Review
3/9	<i>H/SS Alive</i> Using the Arts to Teach H/SS	T: 10	Reading Response #12 Oral History Project <i>Bring “museum object”</i>
3/16	<i>Citizens for the 21st Century</i> Values & Attitudes <i>Reflecting Back and Looking Forward</i>		Mock Interview Taskstream Entries Due

This schedule may be adjusted to accommodate student and/or instructor needs.