

California State University San Marcos
College of Education

**** SOCIAL STUDIES EDUCATION IN ELEMENTARY SCHOOLS ****
CRN #21607 (2)
Cohort 89 (Bonsall)

EDMS 544

Meetings: Tuesdays (8 weeks), 8:00 – 2:15

Spring 2008

Room: Bonsall West Elementary

Instructor: Dr. Laura M. Wendling

Office Hours: Tuesday after class & by appt.

Office Location: University Hall 307

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

Course Prerequisite

Admission to the Multiple Subject/CLAD Teacher Credential Program.

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.
- (7) more clearly articulate issues related to the "social environment" (TPE # 11).

Required Texts:

CSDE. (2005). 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. (2004). Essentials of Classroom Teaching: Elementary Social Studies. Boston: Allyn and Bacon. (T)

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.
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.

Also, you are welcome to use a laptop 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.

With TPE 11 in mind... how would you rate yourself on the following?

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. | |

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 portfolio.

Teacher Performance Expectation (TPE) Competencies

This course is designed to help those seeking a Multiple Subjects Credential 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 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 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.

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.

SB 2042 - Cultural 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 SB 2042 Competencies identified above are addressed in EDMS 544 through class discussions, activities, oral/visual presentations, and written assignments.

ASSIGNMENTS

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

➤ **Reading Response Journal**

15 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 class participation, you are asked to respond to each reading assignment by coming to class with a 1 page entry in your reading response journal (you will need to purchase 2 large Blue Books). Response journals will generally 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 (T:8, for example),
- (3) key points from the reading,
- (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**

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 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 verbally and visually 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 centered on a Big Idea for your selected grade level (K-6)...

➤ **Literature Connection... a partner assignment**

15 points

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* 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. You will create a handout for your colleagues and design a lesson plan that incorporates your book. (more details to come)

➤ **Community Resource / Field Trip Project**

25 points

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

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

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. Be prepared to describe five (5) of the most important concepts or ideas you learned in EDMS 544. You may choose to include quotes from our readings to support your responses.

| <u>ASSIGNMENT</u> | <u>POINTS</u> |
|-------------------------------------|---------------|
| Professionalism/ TPE 11 | 15 |
| Reading Response Journal | 15 |
| Physical Model | 1 bonus point |
| Literature Connection – Lesson Plan | 15 |
| Community Field Trip | 25 |
| Oral History Project | 20 |
| Mock Interview | 10 |

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

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.

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.

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 11/1997)*

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)*

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.

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 as well as the narratives you write for your electronic portfolio.

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 (DSS) in Craven Hall 5205 and can be contacted by phone at (760) 750-4905 or TTY (760) 750-4909. Eligible students may contact the instructor during office hours or in a more private setting in order to ensure confidentiality.

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 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 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.

SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

| <u>PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT</u> | <u>PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION</u> | <u>PART 3: CULTURE AND CULTURAL DIVERSITY</u> |
|--|---|---|
| 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 both English language development and 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 |

EDMS 544 – LITERATURE CONNECTION

-- a partner assignment --

Your Literature Connection will serve as one of three sections comprising your social studies unit. For this assignment, you will select a single (fiction or nonfiction) book that addresses the themes, and history/social science standards, that match your field trip location and oral history interview. It can be literature that you read to students or that students read by themselves.

When introducing a unit you should think about ways to invite your students into the topic. Many times, a book is a good way to do that. You may want to consult the SCORE website, NCSS Notable Children’s Tradebooks (www.socialstudies.org), or your school librarian for suggestions. **This assignment will include three parts... (1) a “dramatic” presentation, (2) a handout for classmates, (3) a written lesson plan demonstrating how you will incorporate the book into your instruction.**

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| REQUIREMENTS |
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(1) A 10-15 MINUTE “DRAMATIC/INTERACTIVE” PRESENTATION “selling” us on why your book is great to use with students. Be sure to consider the following when organizing your presentation:

- After reading your book carefully, identify several key themes and select one or two to focus on during your presentation.
- You will want to tell enough about the event or character to involve your audience but leave them curious to read the book themselves – so you might not want to give away the ending!
- Clearly connect the themes you discuss to social studies content and your unit standards.
- **Include audience involvement and several creative elements, (visual aids, dress-up, edibles) to capture everyone’s attention.** The use of Power Point is encouraged to display images and text, or add music. Remember--active learning is best!
- Practice your presentation several times aloud to yourself (or other family, friends, dogs, cats...) in advance to check for timing and smoothness of presentation.
- Although you may choose to write out the basics of your presentation, do not read it. Make eye contact with your audience, and change your vocal inflections. If it fits the book, ham it up.

(2) A HANDOUT with key information about your book. This will be emailed to your instructor and your cohort before your presentation, **OR** make enough typed copies of the handout for everyone in our class and distribute on the day of your presentation. Please use the following format to give us key information about your book. The goal is for everyone to come away with lots of ideas for ways to use social studies literature with students. (see sample at end)

Your Names and Nick #s
Book Title
Author / Publisher / ISBN# / Date of publication
History-Social Science Standard(s) this book supports
Appropriate grade level(s)
Identify fiction or non-fiction
Big Idea / Key Questions
Full paragraph summarizing book
Brief descriptions of related teaching ideas

(3) A **LESSON PLAN** for using the book within your unit. One joint copy of the lesson plan will be turned in to the instructor.

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?

Unit Big Idea: What is your unit's "big idea" and why is it important?

Lesson Objective: What do you want students to be able to do? How will they do it?

Student Groupings: How will you group students for instruction to promote cooperative learning? What cooperative learning skill will be addressed? (think TPE 11)

Materials/Resources/Technology: (A) What does the teacher need? (B) 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, big idea, objectives and the assessment? What specific criteria (rubric) will you use to grade performance on this lesson?

Lesson Procedures:

- **INTO -**
(# minutes?)

- **THROUGH -**
(# minutes?)

- **BEYOND -**
(# minutes?)

Accommodations/Adaptations/Applications for specific Special Learners: (identify 3 or 4 specific types of learners and then describe the modifications for each)

AND DON'T FORGET TO...!

*** Attach all handouts / worksheets / sample graphics, etc. that will be used in this lesson.**

*** Attach your Grading Rubric (be sure it rates social studies content as well as other elements you deem important).**

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

Reviewers: Laura Wendling
Marisa Mendoza

Nick # 637
481

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|---------------|--------------------------------------|
| Title: | Harriet and the Promised Land |
|---------------|--------------------------------------|

Author: Jacob Lawrence, Aladdin Paperbacks, ISBN# xxxxx, 1997
Grade Level: 3rd
H/SS Standard: 3.4.6 Describe the lives of American heroes who took risks to secure our freedoms.

Non Fiction (historical fiction)

Big Ideas: People today and people from the past made/make a difference in the world.

Key Questions: What is a hero? Can common people be heroes? In what ways have heroes made a difference in people's lives? How has your life been "touched" by a hero?

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| Summary |
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Harriet Tubman was a brave, courageous woman. As a young slave she endured many hardships; she was often beaten by her mistress and feared that she too would be sold "down the river", like her two sisters. For these reasons, she decided to escape, and was known to exclaim: "I have a right to liberty or death. If I could not have one, I would have the other."

Harriet escaped by traveling on what was known as the Underground Railroad; each stop was the house of someone who believed slavery was wrong and who was willing to help runaway slaves find their way to freedom. In the years to come Harriet worked as a laborer and used much of her money to lead over three hundred slaves to freedom. She didn't stop there.....read this book to discover how she dedicated her life to fight for human rights.

Teaching Ideas:

1. Trace the route of the Underground Railroad on a map.
2. Ask students to identify characteristics of a "hero".
3. Sing "Follow The Drinking Gourd" and discuss the hidden messages in the lyrics.
4. Study related vocabulary words, such as: Abolitionist, Big Dipper, Drinking Gourd, North Star, Plantation, Safe House, etc. – then create a class paper quilt alternating squares of vocabulary words with drawings depicting the words.

Additional Resources: www.nationalgeographic.com (The Underground Railroad)

