

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

EDMS 544—Social Studies Education in Elementary Schools CRN: 22903

**Center for Children and Families—Friday, 8:00 -2:15
Spring 2010**

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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)*

Furlough Statement

Due to the devastating effects of current budget crisis in California, CSU faculty have been furloughed nine days each semester of this academic year, representing a 9.23% reduction in both workload and compensation. A furlough is an unpaid day off on a faculty member's regularly-scheduled workday. In order to satisfy legal and ethical requirements of the California Labor Code, CSU faculty are required to submit formal certification to not work on furlough days. CSU faculty are prohibited from teaching, conducting scholarly research, consulting with students, responding to email or voicemail, providing assignment feedback, or participating in any CSU work-related activities on furlough days. **Furlough dates vary by professor; my Spring Semester furlough dates are: 1/19, 1/27, 2/17, 3/3, 3/26, 4/16, 4/23, 4/28, and 5/7.**

The CSU faculty agreed to take furlough days in order to preserve jobs for as many CSU employees as possible, and to serve as many students as possible, in the current budget crisis. The agreement that governs faculty furloughs acknowledges that "cuts of this magnitude will naturally have consequences for the quality of education that we can provide." Within the furlough context, I will make every effort to support your educational experience at CSUSM. Visit CSUSM Budget Central [<http://www.csusm.edu/budgetcentral>] to learn about the state budget crisis and how it impacts your educational opportunities. To avoid the continued loss of higher education availability in California, exercise your right to voice an opinion. Contact information for state legislators and the governor are provided at Budget Central (<http://www.csusm.edu/budgetcentral/links.html>).

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.

Course Prerequisite: Admission to the Multiple Subject/CLAD Teacher Credential program

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:

1. As a result of this course, you will be able to:
2. Apply the California History/Social Science Framework (Standards), and related documents to the classroom experience.
3. Understand the value of incorporating primary source materials, the arts, and oral history methods into social studies instruction.
4. 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.
5. 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.
6. Design curricula that reflect a variety of instructional strategies and that develop children's higher-level thinking skills through active participation.
7. More deeply appreciate the social sciences and history as a field of study.

Required Texts:

1. CSDE. (2005). *History-social science framework: California public schools K-12*. Sacramento: CSDE. **Access online at:** <http://www.cde.ca.gov/ci/hs>
2. Turner, T. N. (2004). *Essentials of classroom teaching: Elementary Social Studies*. Boston: Allyn and Bacon.

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.

Your instructor(s) consider your self-evaluation in determining your grade in professional dispositions.

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	15	On-Going
2. Social Studies in You!	1 Bonus Point!	January 29 th
3. Lit. Connection: Lesson Design	20	On-Going
4. Community Field Trip	20	February 26 th
5. Oral History Project	20	March 12 th
6. Mock Interview	10	March 12 th
7. Professional Dispositions	15	On-Going

EDMS Course Schedule, Spring 2010

(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 22	Introduction Course Overview: Why Social Studies? The Big Picture in California	Turner—1 (In-Class Activity!)
<u>Session #2</u> January 29	Ideas in Action Lesson and Unit Planning Framework: Controversy and Themes	Turner—2, 3 Social Studies in You! Presentations Due Lit. Connection and Field Trip Sign Ups
<u>Session #3</u> February 5	Being Resourceful: Textbooks in the Age of Information What do students really know? Assessment!	Turner—4, 5 Unit Proposal (In-Class Activity!) Kindergarten Book Chats Due
<u>Session #4</u> February 12	Creative History Detectives: Oral History for Active Learning Beyond the Classroom: Field Trips	Oral History Articles (WebCT) Lit. Lesson Design (Draft Workshop) First Grade Book Chats Due
<u>Session #5</u> February 19	Your Toolbox: Reading, Writing, and Computers Human Impact: Geography Makes a Difference	Turner—6, 7 Second Grade Book Chats Due
<u>Session #6</u> February 26	Manipulatives: Not just for Mathematics—Primary Sources Getting Students to Think Critically	Turner—8 Third Grade Book Chats Due Field Trip Activity Due
<u>Session #7</u> March 5	Oral History Project Workshop Possible Field Trip to Court!	Oral History Draft and Ideas (In-Class Workshop!) Fourth Grade Book Chats Due Fifth Grade Book Chats Due
<u>Session #8</u> March 12	Making History Come Alive: Arts and Effective Teaching Creating Citizens	Object for Museum Due Share Oral History Project Mock Interviews (In-Class)

Assignments

➤ **Reading Responses**

15 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.

➤ **Finding the Social Studies in You!**

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 self model that physically 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 – Lesson Design... a partner assignment**

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 and your 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 that incorporates your book. More details will be provided during class.

➤ **Community Resource / Field Trip Project... a partner assignment**

20 points

In this assignment you and your Literature Connection partner(s) 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 Project ... an individual assignment**

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 and additional options for this assignment 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! ☺

➤ **Professionalism**

15 points

Students will engage in active learning throughout each class session, and will be expected to participate actively, 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.	Sometimes 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.	Almost always 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.