

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

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

EDMS 544B, 41312

Meetings: Mondays, 2:30 – 5:15 pm

Spring 2010

Room: Kellogg 5102

Instructor: Dr. Fran Chadwick

Office Hours: Monday, 1:00 – 2:00, Thursdays by appointment

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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 Prerequisite

Admission to the Multiple Subject/CLAD Teacher Credential Program. Requires participation/observation in the public schools.

Course Goals and Objectives

The social studies are perhaps **the** most important part of the school curriculum because they not only bring together basic tools (such as the 3 R's) but **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.

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. (2005). History-Social Science Framework (for California Public Schools K-12). Sacramento, CA. (H/SS) <http://www.cde.ca.gov/ci/hs/cf/>
*Note: Must download as out of print

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

Additional readings and handouts provided by the instructor will be required.

STUDENT LEARNING OUTCOMES

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.

California 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 unit plans (unit designs) 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>

Professionalism/Dispositions

Because this course is part of an accredited program leading 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. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

If you are absent 1 day, regardless of the reason, you will lose points. 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 you will not be attending class. **One make-up assignment may be completed if an absence occurs.**

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. Assignments will not be accepted via email except for the case of an absence on the day the assignment is due. If you are absent when an assignment is due, you may submit the work via email (except for Physical Model) so 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 the student.

University Writing Requirement

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

The Teacher Performance Expectations are addressed in EDMS 544B 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. These assignments include both individual and group projects.

Reading Response

(Professionalism)

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 prepared to discuss, ask questions and answer open-ended prompts about assigned readings. In order to prepare for this, consider the following for your notes:

- (1) key points from the reading (you may include quotes),
- (2) how the reading connects to your own perspective/ experiences,
- (3) 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 (Individual)

Pass/Fail (Professionalism)

Have you ever tried to explain who you are through six of the eight social studies disciplines? For this assignment you will reintroduce yourself to a small group in our class by creating a physical model illustrating 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.

☐ ***Unit Plan (Group)***

15%

As a group you will create a social studies unit using a backward design model. Within this standards-based unit you will describe the Big Ideas, Critical Issues, Skills, Facts, and Concepts involved, and plan assessments that drive the design of the learning activities.

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

☐ ***Literature Connection (Individual with group presentation)***

20%

A wealth of children’s literature exists that strongly supports the state standards for teaching social studies and is conducive to the integration of visual and performing arts. 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 with your group. **Individually**, you will be required to write a lesson plan that incorporates this book, most likely as the “hook” for the unit. Your **group** will be required to give a presentation which includes the overall big idea, and how all of your books can be used to advance children’s thinking about the key social studies concept of your unit. (more details to come)

☐ ***Community Resource / Field Trip Project (Group)***

20%

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 in order to enhance understandings within your unit (more details to come).

☐ ***Oral History Project (Choice)***

15%

Collecting oral histories is an exciting way to help children understand that “history” is found all around us and is continually created. You will *plan* an oral history project for your students addressing the essential issues of your unit. The project will include higher order thinking, and an organized plan of instruction before during and after the oral history interview.

OR

☐ ***Technology Project (Choice)***

15%

Students are motivated by technology, and many units can be enhanced through technology projects. For this project you will create a technology lesson describing the learning goals and processes involved within student use of technology as it relates to the unit. The project will include higher order thinking, and an organized plan of instruction.

OR

☐ ***Arts Project (Choice)***

15%

Students are motivated by the visual and performing arts, and units of study are enhanced through music, dance, visual arts and/or theatre projects. For this project you will choose one of the visual and performing arts and relate it to the unit. The project will include higher order thinking, and an organized plan of instruction that includes visual and performing arts standards.

□ **Mock Interview – Individual, Summary of Class**

15%

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 unit grade level themes as described in the History Social Science Framework, and effective methods for teaching social studies.

Assignments

*Self Model	P/F	Intro to social science disciplines
*Professionalism	15%	Includes reading response, participation, self model, disposition
Unit Plan	15%	
Literature Connection	20%	
Community Field Trip	20%	
Choose one out of three:		
Oral History Project	15%	
Technology Project	15%	
Arts Project	15%	
*Mock Interview	15%	Summary of class

Grading Scale:

Assignments will be scored (1-4), using rubrics listing specific criteria to be addressed. Rubrics will be available 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. This includes 100% attendance.
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. (3.5 = A-)
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. Show a high level of achievement of course goals.
5. Make a concerted effort to work as a team to complete group assignments maintaining a community and supporting the community spirit of the group.

“B” Students

1. Comply with the course requirements and expectations.
2. Complete all assignments, usually thoroughly and thoughtfully, receiving 3.0 -3.4 average on all assignments. (3.0= B-, 3.4=B+)
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. Show reasonable achievement of course goals.
5. Make an effort to work effectively with group.

“C” Students

1. Demonstrate an inconsistent level of compliance to course requirements and expectations.
2. Complete all assignments with limited thoroughness and thoughtfulness, receiving 1.7-2.9 average on all assignments. (2.9 = C+)
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 and/or building community within the group setting.

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(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. Each scheduled class is two sessions; if students miss more than one session (one half class) on any scheduled week, they will not earn an "A". Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

(Approved: 12/19/97)

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. Sources from the internet must be referenced with current URL, and able to be accessed during grading period.

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.

Furlough Days:

Due to the devastating effects of current budget crisis in California, I have been furloughed specific days of this academic year, representing a 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, I am required to submit formal certification that I will not work on my furlough days. I am 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 my furlough days. Furlough dates vary by professor; my Fall Semester furlough dates are [here or in the course syllabus schedule].

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.

Anticipated Schedule/Course Outline

Date	Topic	Assignment (if any)
Pre-Session: Wednesday, 4:00-5:15 UH 444	Introduction and Course Overview "Social Studies" -- What? Why? Beginning business	
Session 1: 1/25	<i>The Big Picture in California</i> H/SS Framework and State Standards (with texts) Assign UBD Article Teams Assigned Norms	T:1
Session 2: 2/1	H/SS Framework and State Standards (cont) <i>Setting Ideas Into Action</i> Unit Design Stage 1	T: 3 PGS. 60-68 Small photo of self Physical Models due
Session 3 2/9	Workshop, Unit Design Stage 1(Continued) <i>Literature Connection</i> – Kicking off your unit! Lit Connection Project Assigned	UBD ARTICLE T: 2, PGS. 16-23 (“WHY IS PLAN”..STOP AT “DECIDING ON”)
Session 4 2/15	Unit Planning Workshop Lit Connection: Part I: Lesson Plan Part II: Book Chat Sample Presentation	Unit Theme Plan Stage 1 Draft Unit Plan Due (bring 2 copies) Bring Literature book
Session 5 2/22	Lit Connection Workshop <i>How Do You Know</i> <i>What They Know?</i> <i>Assessment Leads the Way</i> <i>Unit Design Stage 2~ intro</i>	Literature Connection Part I, Draft Due (bring 2 copies) T: 5 pgs. 93-95 (Stop at Authentic Assess...)
Session 6 3/1	<i>Questioning for Understanding</i> <i>The H.O.T.S. are Cool!</i> <i>Getting Your Students to Think</i> <i>Final Workshop, Unit Design Stage 2</i>	T: 8 PGS. 155-156 (UP TO CAN YOU? PGS. 158-168) Lit Connection Draft Returned Stage 2 Draft Unit Plan Due (bring 2 copies)
Session 7 3/8	Unit Design Stage 3 Introduction <i>Learning Outside the Classroom</i> Field Trips for Educational Inquiry, Sample Project Oral History Articles Distributed FT Project Presented	Lit Conn. Project Due (K-3) Group Book Chat and Grade Level Themes Presentations T: 6
Session 8 3/15	<u>MANIPULATIVES IN SOCIAL STUDIES</u> The Impact of Primary Sources, Oral History	Oral History Articles (4-6) Group Book Chat and Grade Level Themes Presentations

Session 9 3/22	Developing Your Toolbox <i>Human Impact on the World</i> <i>Geography Makes a Difference</i> Workshop, Field Trip Project Assign Civics Articles	T: 7 Field Trip Project Site Location Due (Bring 2 copies)
Spring Break 3/29 10/26		
4/5 Furlough		
4/7 Furlough Intervention UH 444, 4:00-5:15	<i>Civics Education: An Informed and Involved Citizenry</i>	<u>FIELD TRIP DRAFT DUE</u> <u>CIVICS ARTICLES</u>
Session 10 4/12	<i>Being RESOURCE-full</i> Textbooks and the Information Age Online Resources Oral History/Tech/Arts Project Assigned OH/Tech/Arts Project Assigned	<u>FIELD TRIP DRAFT RETURNED</u> T:4
Session 11 4/19	<i>Making Learning Come Alive</i> <i>Teaching for Inclusion</i> <i>Values and Attitudes</i>	Field Trip Project Due T:10 T:9 1's – 170 stop at (what Values) – 178, 2's – 178 (What Values) -188
Session 12 4/26		Oral History/Tech/Art Project Due
Session 13 5/3	<i>Mock Interview</i>	Final Unit Plan Due