

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 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)*

EDSS 544A – Social Studies Education in Elementary Schools  
Fall 2008

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**Classes Meet: M 5:30PM-8:30PM**  
**UH 443**

**Office Hours: Before and after class, or by appointment.**

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Course Description

This course is designed to introduce prospective high school teachers to the theoretical concepts, instructional methods and materials for use in history/social science instruction. Research indicates that when teachers use a variety of teaching methods integrated into the course content, students become more effectively engaged in learning. Therefore, the broad emphasis of the course will focus on the issues of planning, organization of instruction and assessment that involve all learners in higher level thinking through cognitive, affective and psychomotor activity. This instructor is committed to modeling reflective and transparent teaching in order to assist you in successfully completing the goals of this course.

Purpose

Social studies is perhaps **the** most important part of the school curriculum because it not only brings together basic skills, 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"? 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, 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) Be able to design lesson plans and implement them through a developmentally appropriate unit that reflects the needs of the learning community while infusing a multicultural perspective throughout.
- 5) Design curricula that reflect a variety of instructional strategies and that develop higher-level thinking skills through active participation;
- 6) More deeply appreciate the social sciences and history as a field of study.

## Required Texts

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

Marzano, Robert J. et al. (2001). Classroom Instruction That Works. Alexandria, VA: Association for Curriculum & Development.

## Books shared with other classes

EDSS 521 Fisher, D. & Frey, N. (2004). *Improving adolescent literacy: strategies at work*. Pearson, Merrill, Prentice Hall: Upper Saddle River, NJ.

EDSS 511 Wiggins, Grant & McTighe, Jay (2001 or 2005). *Understanding By Design (1<sup>st</sup> or 2<sup>nd</sup> ed.)*. Upper Saddle River, NJ: Prentice Hall. ISBN: 013093058X. or 9781416600350.

## Teacher Performance Expectation (TPE) Competencies

This course is designed to help teachers seeking the Single Subject Credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing an effective program 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. The following TPE's are addressed in this course:

### Primary Emphasis

TPE 1b-Subject Specific Pedagogical Skills for SS Teaching Assignment

TPE 3- Interpretation and Use of Assessments

TPE 4- Making Content Accessible

TPE 6c-Developmentally Appropriate Practices in Grades 9-12

TPE 6d-Developmentally Appropriate Practices for Special Education

TPE 9- Instructional Planning

TPE10- Instructional Time

### Secondary Emphasis:

TPE 2- Monitoring Student Learning During Instruction

TPE 5- Student Engagement

TPE 7- Teaching English Learners

TPE11- Social Environment

TPE12- Professional, Legal, and Ethical Obligation

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## Infused Competencies

### 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)

### Special Education

Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will demonstrate the collaborative infusion of special education competencies that reflect inclusive educational practices.

### Technology

This course infuses technology competencies to prepare our candidates to use technologies, emphasizing their use in both teaching practice and student learning. Candidates are expected to use technology as part of their professional practice, as well as to research the topics discussed in this course.

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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)*

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities requiring reasonable accommodations must be approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be reached by phone at (760) 750-4905 or TTY (760) 750-4909. Eligible students should contact their instructor during his office hours or in a more private setting in order to ensure confidentiality.

Statement on Plagiarism

Any evidence of cheating or plagiarism (defined as presenting the words or ideas of others as your own) will result in a failing grade for that assignment and a letter regarding the incident to be placed in your file in the Dean of Student's Office. Please read "Academic Honesty" in Academic Regulations and CSUSM Policies (found in your catalog or student handbook) and see me if you have any more questions about what constitutes plagiarism or cheating. Note that on written assignments exact quotes must be placed in quotation marks. All quoted and paraphrased work must be cited in the text.

## ASSIGNMENTS

Detailed assignments and rubrics will be handed out in class.

### Strategies Notebook

(TPE 1b, 3, 4, 6c, 6d)

Students will develop a notebook of portable teaching and learning strategies that can be used for specific purposes in a variety of situations. This notebook will include categories such as thinking skills, openers, literacy skills, assessment strategies and more. Each entry will be formatted to include purposes of strategy, step-by-step implementation and reflective analysis. It should be constructed so that individual strategies can be entered and updated throughout the teacher's career. This is an on-going assignment that will be evaluated in EDSS544B – second semester.

### Book/Strategy Presentation

Each student will be responsible for presenting chapters and strategies from the Marzano or Fisher and Frey books. In groups, students will be responsible for presenting the information found in these books and highlighting the most useful strategies for the rest of the class by teaching a lesson using the strategy.

### Lesson Plan

(TPE 1b, 3, 4, 9,10)

This lesson plan will use the universal lesson design format that includes the essential elements of a lesson. This lesson will also reflect a multicultural approach to the Social Studies and provide accommodation for diverse learners.

### Unit Plan

(TPE 1b, 3, 4, 9, 10)

As with the lesson plan, this unit will include the essential elements of a unit plan. It will make distinction between goals and objectives, provide a variety of activities that build both conceptual understanding and skills. It will include at least two lesson plans that build toward the goals of the unit. It is expected that this unit will be implemented during student teaching.

### Reflections

(TPE 1b, 10)

Each lesson, students will be asked to write reflections on the readings and class activities. These reflections will be assessed on comprehension, analysis and integration of the material. In addition, “summary reflections” in the areas of *Subject-specific Pedagogical Skills (1B)* and *Instructional Time (10)* will be written for inclusion and archived in Taskstream. Failure to complete any portion of Taskstream assignment will result in no credit for the course.

## Professionalism

(TPE 12, 13)

Each student will be assessed according to the Group Participation Rubric. This assessment will focus on collaborative skills and professional responsibilities. 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. Students must:

- Attend all class meetings
- Arrive on time just as you would at a school site. Late arrivals to and early departures from class will alter the final grade.
- Prepare carefully for class.
- Complete all assignments on time. Late assignments will receive a 20% reduction in points for each day (not each class meeting) late. Occasionally a student may be asked to revise an assignment. If so, the revised work must be submitted no later than one week after it was returned and may not be eligible for full credit. If you are absent when an assignment is due, you may submit the work via email so that it is not counted late. Receipt of the assignment will be returned by the instructor.
- Interact professionally and collaborate responsibly with your colleagues. Teacher education is a professional preparation program and students will be expected to adhere to standards of dependability, academic honesty and writing achievement.

## GRADE

Strategy Notebook	20%
Book Presentation	20%
Lesson Plan	10%
Unit Plan	20%
Reflections	15%
Professionalism	15%

## Assessment

"A" students:

1. Demonstrate serious commitment to their learning, making full use of the learning opportunities available to them and searching out the implications of their learning for future use.
2. Complete all assignments thoroughly, thoughtfully, and punctually.
3. Make insightful connections between all assignments and their developing overall understanding of methods of teaching social studies and its effects on student learning; they continually question and examine assumptions in a genuine spirit of inquiry.
4. Always collaborate with their colleagues in professional, respectful and productive ways, enhancing each participant's learning and demonstrating personal integrity.
5. Show high level achievement of course goals.
6. Consistently complete all class preparation work and are ready to engage in thoughtful discourse.
7. Demonstrate responsibility to meeting attendance requirements (miss fewer than 2 classes or have fewer than 2 tardies/leave class early) See COE policy at end of syllabus.

"B" students:

1. Simply comply with the course requirements and expectations.
2. Complete all/most assignments, usually thoroughly, thoughtfully, and punctually.
3. Usually connect assignments to their developing overall understanding of social studies and its effects on student learning; may be satisfied with "accepting" their learning as it's "received" without examining, very deeply, their and others' assumptions or seeking a deeper understanding of the implications.
4. Show reasonable achievement of course goals.
5. Generally collaborate with their colleagues in professional, respectful and productive ways, enhancing each participant's learning and demonstrating personal integrity.
6. Complete most class preparation work and are ready to engage in thoughtful discourse
7. Demonstrate responsibility to meeting the attendance requirements (miss fewer than three classes or have more than 3 tardies/leave class early). See COE policy at end of syllabus.

"C" students:

1. Demonstrate an inconsistent level of compliance to course requirements and expectations.
2. Complete all/most assignments but with limited thoroughness, thoughtfulness, and/or punctuality.
3. Make limited connections between assignments and their developing overall understanding of social studies and its effects on student learning; may not be open to examining assumptions or implications and might actually "dismiss" the role of building students' literacy skills through social studies.
4. Attempt but show limited progress in achieving course goals.
5. Collaborate with their colleagues in ways that are not always professional, respectful or productive; participants may be distracted from learning and/or personal integrity may not be demonstrated.
6. Complete some class preparation work and are generally under-prepared to engage in thoughtful discourse
7. Meet the minimum attendance requirements or have excessive tardies/leave class early. See COE policy at end of syllabus.

"D" or "F" students:

Fail to meet the minimum requirements of a "C." The specific grade will be determined based on rate of assignment completion, attendance, etc.

In order to receive a California State Teaching Credential, you must maintain a B average in your College of Education classes and receive no lower than a C+ in any one course. A grade lower than a C+ indicates serious concern about a student's readiness for a teaching credential—significant concerns exist about his/her quality of learning, quality of work, etc. If you are concerned about meeting this requirement at any time, you should talk with your instructor.

# SCHEDULE

## Tentative Calendar (Subject to Change)

Date	Topic	Reading Assignment Due	Assignment Due
8/27	Introductions Syllabus/Jumping in! Why Teach Social Studies? Logistics		
9/1	NO CLASS MEETING LABOR DAY		
9/8	CA H/SS Standards What are they? What is my responsibility in teaching them? How do standards fit non-standard people?	<ul style="list-style-type: none"> <li>➤ CA H/SS Framework</li> <li>➤ Peruse it, and gain a general overview of what is included.</li> <li>➤ Locate skills standards vs. content standards</li> </ul>	<ul style="list-style-type: none"> <li>◆ Bring H/SS Framework to class</li> <li>◆ Bring National Standards to class</li> </ul>
9/15	Lesson Planning/Unit Planning What is the big idea? Understanding by Design/backwards planning	<ul style="list-style-type: none"> <li>• Read all chapters on Identifying Desired Results (enduring understandings, essential questions, knowledge and skills)(UBD)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Bring Wiggins &amp; McTighe <i>Understanding by Design</i></li> <li>◆ Bring H/SS Framework to class</li> </ul>
9/29	Lesson Planning/Unit Planning continued...  Assessment and student performance  Reading Strategies	<ul style="list-style-type: none"> <li>◆ Read all chapters related to assessment (UBD)</li> <li>◆ Read Marzano Chs 1-6</li> <li>◆ Reader response – more information in class</li> </ul>	<ul style="list-style-type: none"> <li>◆ Reader response</li> <li>◆ Bring Wiggins &amp; McTighe <i>Understanding by Design</i></li> <li>◆ Bring H/SS Framework to class</li> </ul>
10/11 SAT At SDA Rm 152	Lesson Planning/Unit Planning continued...  Planning Learning Experiences and Instruction  Using the text book – moving beyond the questions at the end	<ul style="list-style-type: none"> <li>◆ Read Marzano Chs 7-13</li> <li>◆ Reader response – more information in class</li> <li>◆ Read all chapters related to planning learning experiences and instruction (UBD)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Reader response to book</li> <li>◆ Bring textbook for class you are teaching</li> </ul>
10/20	Lesson Planning/Unit Planning continued...  Primary Sources and Oral History		<ul style="list-style-type: none"> <li>◆ Book/strategy presentations due</li> <li>◆ Bring 4 items that represent you</li> </ul>



11/3	Lesson Planning/Unit Planning continued...  Writing to Learn Graphic Organizers		<ul style="list-style-type: none"> <li>◆ Bring rough Draft of Lesson Plan</li> <li>◆ Bring Strategy Notebook to class</li> </ul>
11/10	NO CLASS VETERAN'S DAY		
11/17	Lesson Planning workshop  How to plan a unit  How to schedule/calendar a class.	<ul style="list-style-type: none"> <li>◆ Bring Lesson Plan and Unit plan to class</li> </ul>	
11/24	NO CLASS THANKSGIVING WEEK		
12/1	Presentations – Lesson Plans and Unit Plans		<ul style="list-style-type: none"> <li>◆ Lesson Plan and Unit plan due</li> </ul>