

EDSS 544A-01 CRN
SECONDARY SOCIAL STUDIES EDUCATION
Fall 2012

Tuesdays: 5:00pm – 8:00pm
UH 237

Professor: Jill Seidenverg
Phone: (760) 753-1121 x 5181
E-Mail: jseidenv@csusm.edu
Office Hours: Before or after class and by appointment

SCHOOL OF EDUCATION MISSION STATEMENT

The mission of the School 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

Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

(Adopted by College of Education Governance Community, October, 1997).

Class Meetings 8/28, 9/4, 9/18, 9/29 (Sa), 10/16, 10/27 (Sa), 11/13, 12/4

Subject	Page(s)
TABLE OF CONTENTS	
Mission of the College, Instructor Contact Information	1
Single Subject Course Work Information & Requirements	2-3
EDSS 544A Course Information (Description, Objectives and Texts)	4
EDSS 544A Course Requirements	5-6
EDSS544A Course Assignments, Rubrics, Grading & Assessment	7-8
EDSS 544A Course Calendar	9-10

SINGLE SUBJECT COURSE WORK INFORMATION & REQUIREMENTS

Course Prerequisites

Admission to the Single Subject Program, EDUC 350, EDUC 364, & EDUC 422

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. Teacher candidates successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02.)*

Teacher Candidate Learning Outcomes

Teacher Candidates will be required to complete a Teaching Performance Assessment, show proof of Teacher Performance Expectations and complete critical assessment tasks- specific assignments for this course. It is the teacher candidates responsibility to understand expectations and complete assignments by stated due dates.

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 online through Moodle Cougar Courses. TPA related questions and logistical concerns are to be addressed during the seminars. Your attention to TPA seminars will greatly contribute to your success on the assessment. Additionally, SOE 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 seminars, and other TPA support materials can be found on the SOE website.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all teacher candidates are expected to attend all classes and participate actively. At a minimum, teacher candidates 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 teacher candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the College of Education Governance Community, December, 1997.)*

Teacher Candidates with Disabilities Requiring Reasonable Accommodations

Teacher candidates with disabilities who require reasonable accommodations 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 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Teacher candidates 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.

All University Writing Requirement

The writing requirements for this class will be met as described in the assignments. Every course at the university, including this one must have a writing requirement of at least 2500 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.

Teacher candidates 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 teacher candidate 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.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact instructor or other teacher candidates, 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 electronic correspondences are a very specific form of communication, with their own form of nuances, meanings, and etiquette. For instance, electronic messages sent with all upper case letters, major typos, or slang, often communicates more than the sender originally intended. With that said, please be mindful of all electronic messages you send, to your colleagues, to faculty members in the School 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 e-mail specifically says?
- How could this e-mail be misconstrued?
- Does this e-mail represent my highest self?
- Am I sending this e-mail to avoid a face-to-face conversation?

In addition, if there is ever a concern with an email I send to you, let's talk in person so we can correct any confusion.

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is a recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - unacceptable, initial target, and advanced target. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of initial target during the program.

EDSS 544A COURSE INFORMATION REQUIREMENTS

Course Description Secondary Social Studies Education

Focuses on developing an understanding of theory, methodology, and assessment of Social Studies in integrated and inclusive secondary classrooms: Part A. This course is aligned with California's SB 2042 Standards.

Objectives

During interrelated activities in program coursework and fieldwork, SS history/social science candidates learn and practice ways to:

1. state-adopted K-12 academic content standards for students in history while helping students to use history-social science analysis skills at intermediate and advanced levels;
2. apply social science concepts to historical issues and enrich the study of history through in-depth case studies, historical literature, and cross-cultural activities;
3. encourage civic participation through studies of democratic civic values and constitutional principles;
4. deal honestly and accurately with controversial issues in historical or contemporary contexts;
5. discuss important roles of religion in world and United States history without bias;
6. incorporate a range of critical thinking skills and academic study skills into social studies instruction;
7. utilize active forms of social science learning with all students, including simulations, debates, research studies and cooperative projects.

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 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

Marzano, Robert J. et al. (2004). Classroom Instruction That Works. Alexandria, VA: Association for Curriculum & Development.

Common Core Standards. http://www.scoe.net/castandards/agenda/2010/ela_ccs_recommendations.pdf

A choice of 2 books presented in class. A History of the World in 6 Glasses, by Tom Standage, or A Little History of the World, by E. H. Gombrich.

Books shared with other classes

Fisher, D. & Frey, N. (2012). *Improving Adolescent Literacy: Strategies at Work*. (3rd ed.) Pearson, Merrill, Prentice Hall: Upper Saddle River, NJ.

Wiggins, Grant & McTighe, Jay (2001 or 2005). *Understanding By Design (1st or 2nd ed.)*. Upper Saddle River, NJ:

EDSS 544A COURSE REQUIREMENTS

Teacher education is a professional preparation program. It is expected that teacher candidates will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Teacher candidates 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 School of Education.

It is expected that work will be turned in on time. Please discuss individual issues with the instructor. Points will be deducted if assignments are submitted late. *Half credit for any late assignments turned in within one week of the original due date. No assignments will be accepted after one week.*

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 districts in implementing an effective program for all students. The successful candidate must be able to demonstrate their understanding and ability to apply each of the TPE's, that is, merge theory and practice in order to realize a comprehensive and extensive educational program for all students. Failure to meet a minimum competence in any of the TPE's by the completion of the program will prevent the acquisition of the Single Subject Credential. A full-text version of the TPE descriptions can be downloaded from the School of Education website. This course will emphasize the following TPEs:

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

Teaching History-Social Science in a Single subject Assignment

Candidates for a Single Subject Teaching Credential in History-Social Science demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (Grades 7-12). They enable students to learn and use analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to reinforce students' sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities.

Additionally, History-Social Science Single Subject Candidates connect essential facts and information to broad themes, concepts and principles, and they relate history-social science content to current or future issues. They teach students how cultural perspectives inform and influence understandings of history. They select and use age-appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region or culture. Candidates ask questions and structure academic instruction to help students recognize prejudices and stereotypes. They create classroom environments that support the discussion of sensitive issues (e.g., social, cultural, religious, race, and gender issues), and encourage students to reflect on and share their insights and values. They design activities to counter illustrate multiple viewpoints on issues. Candidates monitor the

progress of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives.

Instructor Application of the Attendance Policy

For this course, attendance at all classes is essential to receiving credit for intermediate assessments and involvement in discussions of readings. A minimum grade of C+ is required in EDUC 544 to qualify as part of the credential requirement. Absences and late arrivals/early departures will affect the final grade.

For this course, **If you miss more than 2 sessions, you will not pass the course.** If extenuating circumstances occur, the student should contact the instructor as soon as possible to make appropriate arrangements. Notification of an absence does not constitute an excuse.

If more than three hours is missed, the highest possible grade that can be earned is a "C+." If extenuating circumstances occur, the teacher candidate should contact the instructor as soon as possible to make appropriate arrangements.

The following individual penalties will be assessed for absences:

- Half credit for any late assignments turned in within one week of the original due date.
- No assignments will be accepted after one week.
- No credit for the intermediate assessment for that day's work (reading responses, role-plays, presentations...)
- 1 make up assignment will be accepted for a three-hour (or portion of 3 hours) absence – assignment is due 1 week after absence. Make Up Assignment must be negotiated with instructor. Make up assignments are due within one week of absence.

EDSS 544A COURSE ASSIGNMENT DESCRIPTIONS, RUBRICS, AND GRADING ASSIGNMENTS

Detailed assignments and rubrics will be handed out in class.

Curriculum Pacing Guide

Each student will be responsible for creating a curriculum pacing guide for a class they are teaching in Beginning Teaching Candidacy. This pacing guide will be created using Understanding by Design methodology, the CA H/SS Standards, textbooks and other supplemental material.

Book/Strategy Presentations

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. Students will also be responsible for using strategies from the Marzano and Fisher and Frey books to develop presentations about the choice books by Standage and Gombrich.

Lesson Plans

(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.

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.

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

Curriculum Pacing Guide	20%
Book Presentation	20%
Lesson Plan	15%
Unit Plan Outline	10%
Reflections	10%
Professionalism	20%
Strategy Notebook	5%

In order to receive a California State Teaching Credential, you must maintain a B average in your School 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.

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 1 class or have fewer than 2 tardies/leave class early).

"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 1 class or have fewer than 3 tardies/leave class early).

"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. Demonstrate little responsibility for meeting attendance requirements (miss more than 1 class or have more than 3 tardies/leave class early).

"D" or "F" students: Fail to meet the minimum requirements of a "C."

EDSS 544A Course Calendar (Subject to Change)

DATE	TOPIC	READING ASSIGNMENT DUE	ASSIGNMENT DUE
8/28	Introductions Syllabus/Jumping in! Why Teach Social Studies? Logistics	•	•
9/4	CA H/SS Standards What are they? What is my responsibility in teaching them? How do standards fit non-standard people? Compare CA and Common Core Standards	<ul style="list-style-type: none"> • CA H/SS Framework • Peruse it, and gain a general overview of what is included. • Locate skills standards vs. content standards 	<ul style="list-style-type: none"> • Bring H/SS Framework to class • Bring Common Core Standards • Bring choice book to class
9/18	Lesson Planning/Unit Planning What is the big idea? Understanding by Design/backwards planning	<ul style="list-style-type: none"> • Read all chapters on Identifying Desired Results (enduring understandings, essential questions, knowledge and skills)(UBD) • Read Marzano Chs 1-6 	<ul style="list-style-type: none"> • Bring Wiggins & McTighe <i>Understanding by Design</i> • Bring H/SS & Common Core Framework to class • Reader response
9/29 SAT	Lesson Planning/Unit Planning continued... Reading Strategies <i>Using the textbook, moving beyond the questions at the end of the chapter.</i> <i>Primary Sources and Oral History</i>	<ul style="list-style-type: none"> • Read all chapters related to assessment (UBD) • Reader response – more information in class • <i>Read Marzano Chs 7-13</i> • 	<ul style="list-style-type: none"> • Reader response • Bring Wiggins & McTighe <i>Understanding by Design</i> • Bring 4 items that represent you • Bring textbook for class you are teaching
10/16	Assessment and student performance <i>Planning Learning Experiences and Instruction</i> Unit/ Lesson Planning workshop	<ul style="list-style-type: none"> • <i>Reader response – more information in class</i> • <i>Read all chapters related to planning learning experiences and instruction (UBD)</i> • Fisher & Frey Chs 1-5 	<ul style="list-style-type: none"> • Reader response to book • Bring textbook for class you are teaching • Bring H/SS Framework to class
10/27 SAT	Lesson Planning/Unit Planning continued... Writing to Learn Graphic Organizers	<ul style="list-style-type: none"> • <i>Fisher & Frey Chs 6-10</i> 	<ul style="list-style-type: none"> • Curriculum Pacing Guide due • Reader response to book •

11/13	Strategy Presentations	•	<ul style="list-style-type: none"> • Bring rough Draft of Lesson Plan and Unit Plans • Book/strategy presentations due
11/20	NO CLASS THANKSGIVING WEEK	•	•
12/4	Presentations Choice Book Lesson Plans and Unit Plan Outlines	•	<ul style="list-style-type: none"> • All materials for book presentations. • Lesson Plan and Unit plans due FINAL
		<ul style="list-style-type: none"> • Choice book readings to be scheduled during the second class. 	