



**EDMI 544 Section 1
Middle Level Social Studies
CRN #20788
Days – Pre - Arranged
Time – Pre - Arranged
Woodland Park Middle School
Spring 2015**

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

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School of Education Mission & Vision Statement
(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
 - Promote and foster social justice and educational equity
 - Advance innovative, student-centered practices
 - Inspire reflective teaching and learning
 - Conduct purposeful research
 - Serve the School, College, University, and Community
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Basic Tenets of our Conceptual Framework

- Student centered education
 - Research and theory specific to the program field inform practice
 - Connections and links between coursework and application
 - Strong engagement between faculty and candidates
 - Co-teaching clinical practice
 - Culturally responsive pedagogy and socially just outcomes
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COURSE DESCRIPTION

This course focuses on developing an understanding of theory, methodology, and assessment of social studies in integrated and inclusive elementary and middle level classrooms. This course is aligned with California's SB 2042 Standards and the California Common Core State Standards.

Course Prerequisites

Admission to the Middle Level Teacher Education Program

Course Objectives

As a result of this course, you will be able to:

- apply the California History/Social Science Framework, Standards, California Common Core State Standards and related core documents to the classroom experience;
- understand the value of incorporating primary source materials and service learning into social studies instruction;
- recognize and access a multitude of community and internet resources available to teachers and the ways in which these resources can be used to strengthen the social studies program;
- design lessons and units of study that are grade level and developmentally appropriate, utilize primary source materials, infuse a multicultural/lingual perspective, and address the needs of diverse learners;
- design curricula that reflect a variety of instructional strategies and develop children's higher-level thinking skills through active participation; and
- more deeply appreciate the social sciences and history as a field of studies.

Required Texts

- State of California. *K -12 History/Social Science Framework* (available online at the California Department of Education website, <http://www.cde.ca.gov/ci/cr/cf/allfwks.asp>).
- State of California. *Common Core State Standards* (available online at the California Department of Education website <http://www.cde.ca.gov/re/cc/>).
- State of California. *K-12 Grade Level Content Standards* (available online at the California Department of Education website <http://www.cde.ca.gov/be/st/ss/index.asp>).

Additional readings, as assigned, will be posted in Cougar Courses.

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

STUDENT LEARNING OUTCOMES

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for 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. You will be required to formally address the following TPEs in this course: **1, 2, 4, 7, and 9**

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, 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 seminar schedule, and other TPA support materials can be found on the SOE website: <http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

GENERAL CONSIDERATIONS

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages require 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.

School of Education Attendance Policy

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

In this course, the following attendance policy will apply: One class session may be missed without penalty to your grade. Each additional missed session will drop your final grade by 1/3 grade point (A to A-, A- to B+, etc.). If you miss four or more class sessions, you will receive an F.

Students with Disabilities Requiring Reasonable Accommodations

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. 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

Every course at CSUSM must fulfill the University's writing requirement of at least 2,500 words. In this course, this will be accomplished through the following written assignments: Service Learning Strand (in the unit of study), Literature Connection, Lesson Plan (in the unit of study) and reflections and writing assignments based on selected readings.

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 an educator, it is expected that each 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.

Use of Technology

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, 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. All assignments will be submitted online, and some will be submitted in hard copy as well. 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 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 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 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 REQUIREMENTS

You and two or three partners will create an integrated science and social studies unit. Assignments 1-7 will be part of the integrated unit and will be evaluated for your EDM1 544 grade.

1. Technology Integration
2. Content-Area Literature Connection
3. Service Learning Strand
4. Social Studies Lesson Plan
5. Unit Plan Integration
6. Reflections
7. Professionalism Self-Assessment

Assignment 1: Technology Integration: *Individually*, Part I - Research 5-10 e-resources (websites, apps, social media, digital narratives, reference sites, etc.) to integrate into your interdisciplinary unit design. Part II - Evaluate ten resources – what will become your TOP 10 go-to resources to support teaching, learning, and professional growth in H/SS.

Assignment 2: Content Area Literature Connection: *Individually*, you will choose a piece of text that connects to the social studies content in your unit. You will need to select a Common Core State Standard for social studies that you will address to help students access the literature you have selected.

Assignment 3: Service Learning Strand: *Collectively*, you and your partners will create a service-learning strand for the unit. This strand will include four components: Preparation, Service, Reflection, and Celebration. You and your partners will share the same grade for this assignment.

Assignment 4: Social Studies Lesson Plan: *Individually*, you will create a social studies lesson plan for your unit. The lesson plan must work well with your partners' plans.

Assignment 5: Unit Plan Integration: Beyond the individual component of the unit plan, you will be graded on the overall unit and how it addresses the units' essential questions, content standards and the recommendations of powerful teaching and learning in a social studies curriculum.

Assignment 6: Reflections: Throughout the semester you will have reflections on assigned readings. You will be assessed on your synthesis of the content read and your insight into implications for practice.

Assignment 7: Professionalism - Self-Assessment: Professional demeanor is expected of all students in the Middle Level Program. Professional demeanor includes but is not limited to:

- on-time arrival to all class sessions;
- advance preparation of readings;
- timely submission of assignments;
- respectful participation in all settings (e.g., whole group, small group, in/outside of class); ethical use of technology without succumbing to non-academic distractions (electronics, personal business, etc.); and
- carefully considered, culturally aware approaches to solution-finding.

Grading Standards

Teacher education is a professional preparation program. It is expected that 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 School of Education. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. Late assignments will be penalized by a 10% deduction in points for each weekday late. After one week, late assignments will be given a zero.

A 93-100 points
A- 90-92 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

SCHEDULE/COURSE OUTLINE

Schedule is subject to change. Check Cougar Course schedule for class/assignment updates.

Date	Topic	Assignment (if any)
Jan. 21	Framework, Grade Level Standards Overview	Review Syllabus Assigned reading: Framework, standards
Jan. 22	Components of a quality H/SS program	Carousel Activity Reading reflection in Cougar Course
Jan. 26	Assessment Practices in Social Studies	Assigned reading in Cougar Course
Jan. 28 Online Session	App-y Hour!	Forum Assignment in Cougar Courses: Research, summarize, and post relevant HSS tech resources
Jan. 30	Equity and Access in H/SS	Assigned reading: The Source Reading reflection
Feb. 2	Unit Plan Introduction Literature Connection	Review unit assignment page Lesson Template
Feb. 6	Intro to Primary & Secondary Sources	Assigned reading: Historical Thinking Reading reflection
Feb. 9 Online Session	Primary Source Analysis	Online assignment in Cougar Course
Feb. 11	Unit Plan Discussion	Assigned reading in Cougar Course Literature Connection Assignment Due Share in small groups
Feb. 16 Online Session	Unit Development Workshop	Online workshop/chat forum in Cougar Course
Feb. 23	Exploring the Power of Service Learning	Assigned reading in Cougar Course
Feb. 27	Teaching "About" Religion in Public Schools	Lesson Plan Presentation Due Assigned reading and reflection
Mar. 2	Project-based Learning	Technology Integration Assignment Due
Mar. 4	Unit Development Workshop	Peer review/unit feedback
Mar. 13	Unit Plan Presentations	Unit Plans Due
Mar. - May	Clinical Practice	