



EDSS 544B Section 1
SECONDARY SOCIAL SCIENCE EDUCATION METHODOLOGIES
CRN #20604
Tuesdays
5:00 – 6:50 pm
University Hall 273
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

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 WORK INFORMATION & REQUIREMENTS

Course Prerequisites

Admission to the Single Subject Program, EDUC 350, EDUC 364, EDUC 422, and EDSS 544A.

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 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 SoE website provided at the website provided:

<http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

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 will not receive a passing grade for the course. Should the teacher candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. (Adopted by the COE 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 requirement of 2500 words will be met through reading responses, teacher interview, strategy matrix, lesson plan and unit plan.

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?

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 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 544B COURSE INFORMATION, AND TEXTS

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

Various articles as assigned in class.

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. Late work will not be accepted. Please discuss individual issues with the instructor.

Teacher Performance Expectation (TPE) Competencies (Course Objectives)

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 in the area of English/Language Arts. 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. This course will emphasize the following TPEs:

TPE	How assessed
TPE 1B - Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments <i>Understands and uses the state-adopted academic content standards</i> <i>Develops planning instruction that addresses the standards</i> <i>Consistently demonstrates the ability to teach to the standards</i>	ELD Infused Lesson Design and Reflection on Video-taped performance ERWC Unit Plan TPA 3 & 4
TPE 2: Monitoring Student Learning During Instruction Uses progress monitoring during instruction to inform instruction Pace and re-teach content based on assessment evidence Anticipate, check for and address common misunderstandings	ELD Infused Lesson Design and Reflection on Video-taped performance TPA 4
TPE 4 - Making Content Accessible <i>States in every lesson plan the State standards</i> <i>Uses activities and materials that support stated objectives</i> <i>Uses multiple ways to reinforce the content of the standard</i> <i>Follows a logical, sequence of instruction in the lesson plan</i>	ERWC Unit Plan TPA 3 & 4
TPE 5 - Student Engagement <i>Ensures students understand the objective of the lesson</i> <i>Actively involves students with the lesson</i> <i>Uses a variety of strategies to involve the students and increase their understanding of the lessons objectives</i>	ELD Infused Lesson Design and Reflection on Video-taped performance ERWC Unit Plan
TPE 6c - Developmentally Appropriate Practices in Grades 9 -12 <i>Understanding important characteristics of the learners</i> <i>Designing instructional activities</i> <i>Providing developmentally appropriate educational experiences</i>	ELD Infused Lesson Design and Reflection on Video-taped performance ERWC Unit Plan
TPE 7 – Teaching English Learners Applies pedagogy for comprehensive instruction of English learners Knows and can apply instruction for English Language development Draws upon information about students' backgrounds to build new knowledge	ELD Infused Lesson Design and Reflection on Video-taped performance TPA 3 & 4
TPE 9 - Instructional Planning <i>Establishing academic learning goals</i> <i>Connecting academic content to the students backgrounds, needs, and abilities</i> <i>Selecting strategies/activities/materials/resources</i>	ELD Infused Lesson Design and Reflection on Video-taped performance ERWC Unit Plan
TPE 10 - Instructional Time <i>Appropriately allocates instructional time to maximize student achievement</i> <i>Effectively and efficiently maximizes instructional time through management based on reflection and consultation</i> <i>Adjusts the use of instruction time to optimize learning opportunities</i>	ELD Infused Lesson Design and Reflection on Video-taped performance TPA 4
TPE 14 – Educational Technology Use technology to enhance professional practice Apply technology that maximizes student learning	ERWC Unit Plan Sessions 1& 4

Instructor Application of the Attendance Policy

Due to the dynamic and interactive nature of courses in the CoE, all students are expected to attend all classes and participate actively. At a minimum, a student 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.

For this course: If you miss 2 sessions, you are not eligible for an "A." 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.

EDSS 544B SECONDARY SOCIAL STUDIES METHODS COURSE ASSIGNMENT DESCRIPTIONS

Concepts and Essential Questions continued from EDSS 544 A

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.

Course Requirements

- **Unit Plan using UbD Template (70 pts.)**

A complete unit plan is the major graded assignment for 544A. Stage I is to identify and decipher State content standards, Common Core standards and translate them into Enduring Understandings and Essential Questions. The unit's objectives must be achievable, relevant, and observable. Stage II is to create a Performance Assessment for students to demonstrate their understanding of the unit's Enduring Understanding and require the students to critically think in order to answer the Essential Questions. The assessments objectives must be achievable, relevant, and observable. Stage III is to create lesson plans that equip the students with the needed information and opportunities to critically think about the Big Ideas of the unit; therefore, equipping them with the ability to complete the performance assessment.

- **Strategies Notebook (20 pts.)**

This is a catalog of the teaching strategies from 544B (Social Studies Methods) and Clinical Practice II. The template for this assignment is on Cougar Courses (find Strategies Notebook) and shows the assignment requires three sources: Methods class (me, guest speakers, and classmates), CII Cooperating Teacher, and On-site Observations. A total of 15 strategies is required (preferably 5 for each source, but not required if one source is lacking or is providing one than 5) and the practical use of the strategy must be explained in the appropriate column.

- **ELD infused lesson design with reflection on video-taped performance (10 pts.)**

In this assignment, you will design a content lesson that is based on a Common core standard and is differentiated for English Learners so as to ensure that your English Learner students have access to the core curriculum. You will implement the lesson, film yourself, and reflect upon your teaching. You will need to obtain permission from each student for the filming. Use the permission forms for TPA 4.

Late work will not be accepted. If you must be absent, your work shall be submitted by the beginning of the class in which it is due and may be done so electronically. Please consult with me should this be necessary.

TENTATIVE CLASS SCHEDULE

Although this schedule is carefully planned, we will be participating in ERWC training with the SDCOE. As soon as those dates are set, we will necessarily need to modify this schedule.

Session	Topic	Your Responsibilities
#1. 1/20 Social Studies Only	Syllabus <ul style="list-style-type: none"> • Calendar/Assignments What do you need from me? Common Core: Reading Standards	Bring any overall curriculum guidelines you have for the classes you are teaching in CP11, e.g. syllabus, semester calendar/unit overview, etc. *Bring classroom materials (textbook, syllabus) *Know the unit your class will begin after spring break Review and have access to the California Curriculum Frameworks: http://www.cde.ca.gov/ci/cr/cf/allfwks.asp
#2. 2/3 Social Studies only	Technology Strategies Guest Speaker: Brian Underhill	Stage I of UbD Unit Plan Due (rough draft)
#3 2/10 Social Studies only	Classroom Discussion strategies Guest Speaker: Elsie Aguirre Simpson	Performance Assessment concept due
#4 2/24 Joint English/Social Studies	Simulations and Games Guest Speaker: Tay Cooper	Stage II of UbD Unit Plan due (rough draft) *assessment instructions and rubric
#5 3/3 Social Studies only	Stage III: Lesson planning to equip students to complete performance assessment	Strategies Notebook due *You will be presenting to small groups "best practices" from your strategies notebook
#6 3/17 Social Studies Only	Presentation of Unit Plans	Completed UbD Unit Plan Due: Stages I-III *Submit on Cougar Courses
#7 3/24 Online	Unit Refining	Make necessary edits to UbD unit plan based on feedback from classmates and Tim
#8 3/31 Online	Unit Refining and TPA	Due: Revised Final Draft of UbD unit plan *Submit on Cougar Courses
#9 4/7 Online	Unit Plan implementation and reflection	Unit Plan Reflection Due *submit on Cougar Courses
#10 4/21 Joint English/Social Studies	Evals Feedback on Reflections	You are done!!!!!!

TEACHING ENGLISH LEARNERS IN CLINICAL PRACTICE II

Lesson Design, Implementation, and Reflection

In this assignment, you will design a content lesson that is based on a Common core standard and CA Content standard and is differentiated for English Learners so as to ensure that your English Learner students have access to the core curriculum. You will also need to include an ELD standard in your lesson plan. You will implement the lesson, videotape it, view the lesson, and reflect upon your teaching. It is not a requirement, but I would suggest that you ask your cooperating teacher to observe you teaching this lesson (or watch the video with you) and use the guide questions in the analysis and reflection to help you reflect on this lesson.

The following information should be included in your write-up.

Design the Lesson

- Information about your whole class, including linguistic background, content and academic language abilities, cultural considerations, and interests. You will likely have some of this information from your student survey.
- Physical, social, and emotional factors that influence the instruction of adolescents and how you use this knowledge to inform your teaching, especially in this particular class.
- Briefly describe the lesson, including content standards, an ELD standard, where the lesson fits into a unit or sequence of instruction, formative and summative assessment. (attach the actual lesson plan as an appendix).
- Describe the adaptations you have made to the lesson to ensure that your English Learners, at their particular levels, can access the curriculum, build academic language skills, and reach the learning goals you have identified for this lesson.
- Describe the assessment based on the content and ELD standards stated

Analyze the lesson after teaching

- Overall, what worked, what did not work, what would you modify the next time you teach the lesson.
- To what extent did the whole class achieve the learning goals?
- Overall, how well did the lesson connect with student backgrounds and interests?
- What will you do for students who did not achieve the learning goals?
- With regard to your English Learners, how well did the lesson work? not work?
- To what extent did the student achieve the content learning goals and the development of English?

Reflect on the lesson

- Given your analysis of this lesson and the student learning, how will you use this information to guide your planning for future lessons?
- What have you learned about the need for making adaptations for English Learners as you plan for differentiated instruction? Cite specific information about the students, your plan for instruction, and the analysis of the lesson to explain your answer.
- What are your professional development goals for continued progress and learning with regard to planning and differentiating instruction for English Learners?

Rubric
Teaching English Learners: Lesson Design, Implementation, and Reflection

Name _____ Reviewer _____

All assignment criteria and guide questions should be addressed.

Criteria	Appropriate, relevant, accurate, clear, connected across the reflection (3)	Minimal, limited, inconsistent, ambiguous, weakly connected (2)	Inappropriate, irrelevant, missing, unconnected (0-1)
Information about your whole class, including linguistic background, content and academic language abilities, cultural considerations, and interests.			
Physical, social, and emotional factors that influence the instruction of adolescents and how you use this knowledge to inform your teaching, especially in this particular class.			
Description of the lesson, including content standards, an ELD standard, where the lesson fits into a unit or sequence of instruction, formative and summative assessment.			
Description of the assessment based on the content and ELD standards stated.			
Analysis includes what worked, what did not work, and modifications you would make the next time you teach the lesson.			
Analysis includes the extent to which the whole class achieved the learning goals.			
Analysis includes information regarding how the lesson connected with student backgrounds and interests.			
Analysis includes what will you do for students who did not achieve the learning goals.			
Analysis includes the extent to which the lesson worked for your English Learners.			
Analysis includes the extent to which your target English Learner achieved the content learning goals and progressed in the development of English.			
Reflection includes how you will use the information from this analysis to guide your planning for future lessons.			
Reflection includes what you have learned about the need for making adaptations for English Learners as you plan for differentiated instruction. Specific information about the students, plan for instruction, and analysis are cited as evidence and to explain.			
Professional development goals for continued progress and learning with regard to planning and differentiating instruction for English Learners are included.			

Comments:

EDSS 544B Secondary Social Studies Education

Name_____ School_____

CSUSM e-mail_____ Phone_____

_____ (20) Strategies Notebook

_____ (10) ELD Infused Lesson Design and Reflection on Video-taped performance

_____ (70) Unit Plan using UbD or other approved template