

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION**

**EDMI 544 Middle Level Social Studies
Course Number 21417
Woodland Park Middle School, Arranged
Spring 2013**

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***School of Education
College of Education, Health, and Human Services***

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

COURSE DESCRIPTION

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 Prerequisite

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 documents to the classroom experience;
- understand the value of incorporating primary source materials and service learning into social studies instruction;
- become aware of the 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 / 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;
- design curricula that reflect a variety of instructional strategies and that develop children's higher-level thinking skills through active participation;
- more deeply appreciate the social sciences and history as a field of studies

Texts

Required:

State of California. *Curriculum Framework for History/Social Science K-12* (online at the California Department of Education website, <http://www.cde.ca.gov/be/st/fr/>)

Powell, S. (2005). *Introduction to Middle School*. Upper Saddle River, NJ: Merrill Prentice Hall.

Rethinking Schools. (2001). *Rethinking our Classrooms: Teaching for Equity and Justice: Vol. 2*. Milwaukee, WI: Rethinking Schools.

Additional readings as assigned, available on Cougar Courses or online.

Recommended:

Vatterott, C. (2009). *Rethinking Homework: Best Practices that Support Diverse Needs*.

Alexandria, VA: ASCD. ISBN 978-1-4166-0825-7.

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 2002)

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)

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.

TPA support materials can be found on the COE website provided at the website provided:
<http://www.csusm.edu/coe/CalTPA/ProgramMaterialsTPA.html>

School of Education 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. (*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

Students 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 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.

Course Requirements

Unit of Study

You and two or three partners will create an integrated science and social studies unit. Assignments 1-6 will be part of the integrated unit and will be evaluated for your EDM1 544 grade.

The following assignments are evaluated in EDM1 544:

<u>Assignment</u>	<u>Points</u>	<u>Due Date</u>
1. Technology Integration	15	Feb. 15
2. Content Area Reading Lesson	15	Mar. 1
3. Service Learning Strand	15	Mar. 15
4. Social Studies Lesson Plan	15	Mar. 15
5. Unit Plan Integration	10	Mar. 15
6. Reflections for Assigned Readings	10	ongoing
7. Professionalism Self-Assessment	10	Mar. 15

*** Assignment rubrics and expectations will be handed out in class.**

Assignment 1: Technology Integration: *Individually*, research resources available to help integrate technology into your unit. Evaluate ten resources (apps, primary sources, webquests, digital narratives, reference sites, etc.) that will be valuable to you and your students in this unit. At least two must be professional sites (for teacher use only). There must be a variety of resources selected.

You need to coordinate with your unit plan colleagues so that you each choose different resources, yet all will relate to the unit. For each site, spend some time exploring the pages and links presented, and then respond (1-2 paragraphs per site) to the following prompt:

Describe what you find at the site, the strengths of the site as a resource for middle school social studies teachers and/or students, and if/how you think the site could be improved. Describe how this resource could be used to increase students understanding of the content, connect to their background knowledge, challenge assumptions or broaden their perspective.

Assignment 4: Content Area Reading Lesson: *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 5: 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. Details of these components are in Fertman, White and White ("Elements of Service Learning") on the Cougar Courses site. You and your partners will share the same grade for this assignment.

Assignment 6: 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 7: Reflections: Throughout the semester you will have reflections on assigned readings. You will be assessed on your synthesis of the content read and you insight into implications for practice.

Assignment 8: 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 9: Professionalism; Self-assessment Professional demeanor is expected of all students in the Middle Level Program. Professional demeanor includes but is not limited to the following:

- On-time arrival to all class sessions.
- Advance preparation of readings and timely submission of assignments.
- Respectful participation in all settings (e.g., whole group, small group, in/outside of class), without succumbing to non-academic distractions (electronics, personal business, etc.).
- Carefully considered, culturally aware approaches to solution-finding.
- Ethical user of technology

This course is designed for active learning during class sessions. In order for this course to succeed for individuals and the group, students must come to class prepared to discuss assigned readings/topics and to participate in class activities. You will submit a self-assessment on Cougar Courses by March 16. I will consider your self-assessment when assigning points for this assignment. Answer the questions below and illustrate with examples from your participation in class.

Students will engage in active learning each class session, and will be expected to actively participate.

- How do you participate in class discussions productively, sharing your knowledge and understandings?

- How do you interact productively with your peers, taking on a variety of roles (leader, follower, etc.)?
- How do you contribute appropriately to group work—do you “do your share”?
- How do you demonstrate that you are able to accept others’ opinions?
- How do you demonstrate that you are supportive of others’ ideas?
- How do you support your peers during their presentations?
- How do you manage potential diversions (electronics, personal business, appointments, etc.) that might impede your ability to give your full attention to class sessions?
- How do you monitor and adjust your participation to allow for others’ ideas as well as your own to be heard?

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 College 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	B+ 88-89 points	B- 80-82 points	C 73-77 points
A- 90-92 points	B 83-87 points	C+ 78-79 points	C- 70-72 points

All University Writing Requirement

Every course at the university must fulfill the university’s writing requirement of at least 2,500 words. In this course, this is accomplished through the following written assignments: Service Learning Plan (in the unit of study), Literature Connection, Lesson Plan (in the unit of study) and reflections 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 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.

Use of Technology

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Cougar Courses, 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 all 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 College 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.

Schedule as of 1/18/13

Schedule is subject to change at the discretion of the instructor

<u>Date</u>	<u>Topic</u>	<u>Class Activities</u>	<u>Assignment</u>
Jan 23 PM	What is social studies?	Access the syllabus on the COE website Intro “a compartir” and web 2.0 mini lessons CA History-Social Science Framework CCSS	Bring your History-Social Science Framework (access online) Download (Free) Common Core App on iPad
Jan 25 PM	Funds of Knowledge: integrating students interests into the curriculum Unit planning: select groups/content/ standards	Unit planning materials posted/linked on the Cougar Courses site Be ready to work with your unit group	Read funds of knowledge article
Feb 1 AM	Assessment Practices in Social Studies	Assessment strategies Creating and assessing performance assessments Analyzing student work	Read article on assessment
Feb 1 PM Online session	Exploring technology resources to support social studies instruction	Begin Cougar Courses assignment on Jan 28.	All components of the Cougar Courses discussion must be completed by 11:55 PM on Sunday, Feb. 5 to get credit for class attendance on Feb. 1.
Feb 6 PM	Integrated literature unit with Laurie	Bring your immigration book, finished and ready to discuss and analyze historical/ PERSIA concepts	
Feb 8 PM	CCSS- Reading in the content areas Introduce literature connection project	Analyze expository texts that deals with one or more PERSIA theme in your immigration novel	Bring selected text to class
Feb 11	High Tech Middle School-San Marcos	Observations	Read High Tech High article
Feb 15	Technology Integration presentations/Unit group work time	Complete Technology Integration Assignment and be prepared for presentations	Technology Integration Assignment DUE in class and on Cougar

			Courses
Feb 18 AM/PM Online?	Service Learning	AM: Elements of Service Learning PM: Service Learning Workshop with unit group	Read Service Learning article(s)
Mar 1 PM	Primary Sources/ Content Area Reading Strategies Lessons- small group presentations	Be prepared to share your Content Area Reading Lessons and provide feedback to your peers	Content Area Reading Lesson DUE in class and in Cougar Courses
Mar 8 PM Online Session	Teaching for Equity and Justice	Social action, School culture, student voice Begin 3/4/13	Assigned reading from Rethinking our Classrooms-TBD Assignment Due in Cougar Courses 3/10/13 @ 11:59
Mar 12 PM	Unit planning workshop	Bring all material to work with your group	Rubrics/ Assessments
Mar 13 PM Online session	Exploring homework best practices	Vatterott (Cougar Courses) Begin Cougar Courses assignment on Mar 7.	All components of the Cougar Courses discussion must be completed by 11:59 PM on Sunday, Mar 15 to get credit for class attendance on Mar 13.
Mar 15 PM	Unit presentations		Unit plans DUE on hard copy in class (includes hard copy of Service Learning Strand and Social Studies Lesson). Post your Service Learning Strand to Cougar Courses. Post your Social Studies lesson to Cougar Courses. Participation Self-assessment DUE on Cougar Courses

Rubric for Service Learning Project
EDMI 544
Due March 15

Service Learning Component	Target	Meets	Developing
Preparation:	The team has detailed all necessary people involved and clearly defines roles in the project	The team has detailed most necessary people involved and the roles in the project.	Plan is not clear for who is involved and what roles they are responsible for in the project.
Service	Project is aligned with real community needs, includes civic action where students learn about service as well as content.	Project is aligned to all but 1 of the following: real community needs, includes civic action where students learn about service as well as content.	Project is missing 2 or more of the following: real community needs, includes civic action where students learn about service as well as content.
Reflection	Student reflection is clearly imbedded in the project. Students reflect on what they are doing, learning, and the impact of their work.	Students have time to reflect on what they are doing, learning and the impact of their work.	Students reflect on what they are doing, learning and the impact of their work is not evident.
Celebration	Opportunities to celebrate their learning, partnerships, and showcase youth involvement in the community are clearly imbedded in the project.	Students have opportunities to most of the following: celebrate their learning, partnerships, and showcase youth involvement in the community.	Students lack clear, if any, opportunities to celebrate their learning, partnerships, and showcase youth involvement in the community.

Technology Integration Assignment Rubric

Name: _____

Self-assessment: _____ / 20 points possible

Final Score: _____ / 20 points possible

Please copy this rubric, complete your own self-assessment using this rubric, and send it to me as an attachment when you turn in your assignment.

	Target 5	Approaching 3	Needs Improvement 0
Resources 5 pts.	At least 10 Web 2.0 applications are listed with the appropriate links and descriptions	Less than 10 Web 2.0 applications are listed or some inaccuracies exist in the links or descriptions	Less than 10 Web 2.0 applications are listed and many inaccuracies exist in the links or descriptions
Application to unit 5 pts.	There is a clear connection to the unit plan and how Web 2.0 applications are to help students access the social studies curriculum.	Most of the resources have a clear connection to the unit plan and how Web 2.0 applications are to help students access the social studies curriculum.	There is weak connection between the Web 2.0 applications and the unit plan and or social studies curriculum.
Addressing diverse needs of young adolescents 5 pts.	There are a variety of Web 2.0 applications with clear descriptions of how the selected applications differentiate for diverse learners, connect to students' background knowledge, develop critical thinking and motivate young adolescents.	There are a variety of Web 2.0 applications however, descriptions of how the selected applications differentiate for diverse learners, connect to students' background knowledge, develop critical thinking and motivate young adolescents are weak.	The selected Web 2.0 applications lack variety and include weak descriptions of how they might differentiate for diverse learners, connect to students' background knowledge, develop critical thinking and motivate young adolescents.
Web 2.0 Example 5 pts.	The example shows creativity and is an exemplary model of the Web 2.0 application's connection to the curriculum.	The example shows a fairly routine model of the Web 2.0 application's connection to the curriculum.	The example does not adequately demonstrate the Web 2.0 application's connection to the curriculum.

Content Area Reading Assignment

EDMI 544

Due March 1, 2013

Submit to Cougar Courses and be prepared to share in class

Please select a text that you might use in your unit plan. Complete the into, through and beyond steps to demonstrate how you might help students develop the skills and strategies to be critical readers and thinkers.

Introduction of Objectives (What do you want students to learn and do?):

-Use a CCSS –literacy for social studies, ELD, and social studies content standards

Into: *Please connect the “big idea” of the lesson to students’ existing experiences and write questions for students to free-write, turn and talk, or write entries in a dialogue journal.*

Then consider predicting strategies, brainstorming, anticipation guides, pictures, primary documents, films, hands-on experiments, question generation, analogies, and text preview to present content, text structure, and new vocabulary.

Through: Complete the graphic organizer below.

Consider use of graphic organizers and reading strategies for retrieving, organizing, and exploring and connecting ideas, analysis of text structure and vocabulary in context, double-entry diaries, strategic post-its, marking-up the text, etc.

Objective: -What is the text(s) they will be reading? Explain why it is an appropriate selection	Anticipate Needs: What may cause students difficulty? What vocabulary, concepts or text structure
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<p>based on content, complexity, interest etc.</p>	<p>needs to be reviewed?</p>
<p>Scaffolding/Modeling: -What could you model that will help students negotiate the difficult parts? Strategic think-aloud, marking-up texts, model use of graphic organizer...?</p>	<p>Strategic Reading: What strategies will you have students use to help them access the text to understand your stated objective?</p>

Beyond: Students need to synthesize and reflect on new knowledge, generate new questions, discover misconceptions, relate new understanding to previous understandings, and link content to prior knowledge and apply in new situations.

Revisit Objectives to Assess Understanding: How will you determine to what degree they mastered your objectives to inform your next steps before they leave the classroom? What can they produce or demonstrate to help you assess what they know?

