

California State University San Marcos
COLLEGE OF EDUCATION

Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

(Adopted by COE Governance Community

October, 1997)

EDSS 544A – Social Studies Education in Secondary Schools
Fall 2010

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Classes Meet: M 5:30PM-8:30PM
UH 439

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

Class Meetings 8/30, 9/13, 9/27, 10/4, 10/23, 11/8, 11/20, 12/6

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Course Description

This course is designed to introduce prospective high school teachers to the theoretical concepts, instructional methods and materials for use in history/social science instruction. Research indicates that when teachers use a variety of teaching methods integrated into the course content, students become more effectively engaged in learning. Therefore, the broad emphasis of the course will focus on the issues of planning, organization of instruction and assessment that involve all learners in higher level thinking through cognitive, affective and psychomotor activity. This instructor is committed to modeling reflective and transparent teaching in order to assist you in successfully completing the goals of this course. Social studies is perhaps the most important part of the school curriculum because it not only brings together basic skills, but it utilizes them authentically. In the social studies we wrestle with crucial questions: What kind of society do we want to have? What is a "good citizen"? Our role as educators is to help students develop responsible and thoughtful ways of thinking, believing and acting as citizens in those societies.

Course Goals

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

- 1) Apply the California History/Social Science Framework, the State H/SS Standards and related documents to the classroom experience;
- 2) Understand the value of incorporating primary source materials, the arts, and oral history methods into social studies instruction;
- 3) Become aware of the multitude of community resources available to teachers and the ways in which these resources can be used to strengthen the social studies program;
- 4) 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.

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. (2007). *Improving Adolescent Literacy: Content Area Strategies at Work*. 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: Prentice Hall. ISBN: 013093058X. or 9781416600350.

Blackboard

This course will have an online component using Blackboard. We will go over use in class the first week.

UNIVERSITY AND COLLEGE OF EDUCATION POLICIES AND PROCEDURES

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. See “Authorization to Teach English Learners Competencies.”

(approved by CCTC in SB 2042 Program Standards, August 02)

Students with Disabilities Requiring Reasonable Accommodations

Students are approved for services through the Disabled Student Services Office (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.

Technology

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

College of Education 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 more than 2 sessions, you will not pass the course.** If you miss 2 sessions or a Saturday double session, 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.*

All University Writing Requirement

Every course at the university must have a writing requirement of at least 2500 words. This course meets that requirement through the curriculum pacing guide, lesson plans, reading and in class reflections, strategy notebook reflections, and unit outlines.

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 a professional educator and a credential candidate, it is expected that you will do your 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.

Appeals

Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any class. Disputes may be resolved informally with the professor, or through the formal grades appeal process. For the latter, consult Dr. Prado-Olmos, Associate Dean.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructors, e-mail is often the easiest way to do so. It is our intention to respond to all received e-mails in a timely manner. E-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. Because e-mail is convenient and is used for both personal and professional purposes, you should be mindful of courtesies and limitations with regard to professional e-mail. You should not expect immediate responses to e-mail at any time, especially to queries posted on weekends and holidays, late at night, or early in the morning.

Reading and responding to e-mail takes a great deal of time. Often the response is more involved and complicated than can be adequately conveyed in e-mail form. If you have a multifaceted question or issue, it would probably be best to have a verbal discussion face to face or on the phone. E-mail sent in all upper case (or lower case) letters, major typos, slang, salutations that are very personal, etc. 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 or on the phone what this electronic message specifically says?
- How could this message be misconstrued?
- Can this message wait until I see the recipient in person?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

Most importantly, recognize that emotionally-charged messages never achieve the effect for which the author had hoped. E-mail messages based on anger, frustration, and sarcasm more often than not achieve the result of damaging the writer's professional and personal reputation. Before sending such a message ask yourself if you would send this to a parent, a principal, or a school board member. Likewise, 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. The best advice is to wait 48 hours before sending or replying to any emotionally-charged e-mail. In that time period, you will likely have developed a more professional approach, and hopefully, have concluded that the matter should be pursued in person or not at all.

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 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 COE website: <http://www.csusm.edu/coe/CalTPA/CalTPA.html>

Teacher Performance Expectation (TPE) Competencies

This course is designed to help teachers seeking the Single Subject Credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing an effective program for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The following TPE's are addressed in this course:

Primary Emphasis

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

TPE 3- Interpretation and Use of Assessments

TPE 4- Making Content Accessible

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

TPE 6d-Developmentally Appropriate Practices for Special Education

TPE 9- Instructional Planning

TPE10- Instructional Time

Secondary Emphasis:

TPE 2- Monitoring Student Learning During Instruction

TPE 5- Student Engagement

TPE 7- Teaching English Learners

TPE11- Social Environment

TPE12- Professional, Legal, and Ethical Obligation

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 College 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.*

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 Plan

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

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

Unit Plan Outline

(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%

Assessment

"A" students:

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

"B" students:

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

"C" students:

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

"D" or "F" students:

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

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

Generally Accepted Attributes of Highly Effective Teachers

(as seen in pre-service programs)

(Stall, 2007; Roberts and Kellough, 2000; Stone, 2002; McEwan, 2002; Baldwin, Keating and Bachman, 2003; Johnson and Johnson, 1994; COE Mission Statement, 1997)

The following will be used as a guideline for defining each attribute:

1. **General classroom attendance, promptness, and participation:** is on time, respects time boundaries (breaks, etc.), regularly attends class, and actively participates.
2. **Attention to classroom discussion protocols** (per Epstein's Five Stage Rocket): respects time limitations, recognizes and respects the perspectives of fellow classmates, gives wait time, listens actively, uses non-interruptive skills, mediates disagreements by working to understand others' perspectives and finding common ground, genuinely encourages all to participate.
3. **Social and cooperative skills (as illustrated in cooperative projects):** assumes responsibility of one's roles, is open to consensus and mediation, effectively communicates ideas, attends group meetings, is dependable, respects others' ideas, expects quality work from self and colleagues, manages time effectively, uses organizational skills and leadership skills, is assertive but not aggressive, uses reflection as a means of evaluation, motivates and offers positive reinforcement to others.
4. **Attention to assignments:** meets time deadlines, produces quality products, responds cooperatively to constructive criticism, uses rubrics or other stipulated criteria to shape an assignment, prioritizes tasks and performs/supervises several tasks at once.
5. **General classroom demeanor:** is professional, creative, kind, sensitive, respectful, has a sense of humor, is supportive of fellow classmates and instructors; recognizes others' perspectives as valid and works to include all "voices" in the classroom; is aware of and responsive to issues and behaviors that might marginalize colleagues in the classroom.
6. **Flexibility:** is responsive when reasonable adjustments to the syllabus, curriculum, schedule, and school site assignments become necessary (common to the educational arena); can work through frustrations by problem-solving with others and not letting emotional responses dominate or impair thinking; "bounces" back easily; can work calmly under stress.
7. **Commitment to ensuring social justice and equity for all students:** is able to identify issues of social justice and equity in the classroom; possesses and continually develops pluralistic and divergent perspectives on educating students; holds high expectations for all learners; applies appropriate instructional strategies to ensure equal outcomes for diverse students; is willing and eager to collaborate with others, especially curriculum specialists, community leaders, and parents on preparing relevant and appropriate instructional activities, curricular units, and school structures that would provide equitable outcomes for students from different linguistic, cultural, and social economic backgrounds.
8. **Openness to and enthusiasm for learning:** can engage with a variety of educational ideas with an open mind and a sense of exploration; demonstrates passion for and metacognition of learning across the curriculum and within discipline areas; takes advantage of learning opportunities and seeks out additional opportunities for learning.

SCHEDULE

Tentative Calendar (Subject to Change)

Date	Topic	Reading Assignment Due	Assignment Due
8/30	Introductions Syllabus/Jumping in! Why Teach Social Studies? Logistics	•	•
9/13	CA H/SS Standards What are they? What is my responsibility in teaching them? How do standards fit non-standard people? Compare CA and National 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 National Standards to class • Bring choice book to class
9/27	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 Framework to class • Reader response
10/4	Lesson Planning/Unit Planning continued... Assessment and student performance Reading Strategies	<ul style="list-style-type: none"> • Read all chapters related to assessment (UBD) • Reader response – more information in class • Read Marzano Chs 7-13 • 	<ul style="list-style-type: none"> • Reader response • Bring Wiggins & McTighe <i>Understanding by Design</i> • Bring H/SS Framework to class
10/23 SAT At SDA Rm 31	Unit/ Lesson Planning workshop Planning Learning Experiences and Instruction Primary Sources and Oral History	<ul style="list-style-type: none"> • Reader response – more information in class • Read all chapters related to planning learning experiences and instruction (UBD) • Fisher & Frey Chs 1-5 	<ul style="list-style-type: none"> • Reader response to book • Bring textbook for class you are teaching • Bring 4 items that represent you
11/8	Lesson Planning/Unit Planning continued... Writing to Learn Graphic Organizers	<ul style="list-style-type: none"> • Fisher & Frey Chs 6-10 	<ul style="list-style-type: none"> • Curriculum Pacing Guide due • Reader response to book

