

California State University San Marcos  
College of Education

**\*\* SOCIAL STUDIES EDUCATION IN ELEMENTARY SCHOOLS \*\***  
**CRN #41465 (2)**  
**Cohort 100**

**EDMS 544**

**Meetings:** Wednesdays (8 weeks), 8:00 – 2:15

**Fall 2009**

**Room:** UNIV 441

**Instructor:** Dr. Laura M. Wendling

**Office Hours:** Tuesday after class & by appt.

**Office Location:** University Hall 307

**Phone:** (760) 750-4308

**Email:** [wendling@csusm.edu](mailto:wendling@csusm.edu)

\*\*\*\*\*  
*Children are the messages we will send to a time we will never see... Neil Postman*  
\*\*\*\*\*

**Course Prerequisite**

Admission to the Multiple Subject/CLAD Teacher Credential Program.

**Course Description**

This course is designed to introduce prospective elementary school teachers to the theoretical concepts, instructional methods and materials for use in social studies education and curriculum integration. Research indicates that when teachers use a variety of teaching methods that are integrated into the content of the course, learners become more effectively engaged in learning. Therefore, the broad emphasis of this course will focus on issues of planning, organization and assessment that involve the learner in higher-level thinking through cognitive and affective involvement.

**Purpose**

Social studies is perhaps **the** most important part of the school curriculum because it not only brings together basic tools (such as the 3 Rs) 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"? What is fair? How can we create better ways of living together? Our role as educators is to help students develop responsible and thoughtful ways of thinking, believing and acting.

As your instructor, I am committed to modeling reflective and transparent teaching in order to assist you in successfully achieving the goals of this course.

**Course Goals**

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

- 1) apply the California History/Social Science Framework (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 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;

- 5) design curricula that reflect a variety of instructional strategies and that develop children's higher-level thinking skills through active participation;
- (6) more deeply appreciate the social sciences and history as a field of study.

**Required Texts:**

CSDE. (2005). History-Social Science Framework (for California Public Schools K-12). Sacramento, CA. Access online at: <http://www.cde.ca.gov/ci/hs/>

Turner, T. N. (2004). Essentials of Classroom Teaching: Elementary Social Studies. Boston: Allyn and Bacon. (T)

**Professionalism – Dispositions:**

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. Lack of professionalism in any of the following areas will alter the final grade:

1. Attend all class meetings. If you miss a class session, please notify the instructor in writing (email) as soon as possible. Absences do not change assignment due dates. See the Attendance Policy – page 7 - for this course.
2. Arrive on time just as you would at a school site. Late arrivals to and early departures from class will result in a drop of the final grade.
3. Prepare carefully for class. Be ready to discuss readings and assignments thoughtfully. All voices are valued in our classroom community. Please be sure we get to hear your thoughts on the topics we cover.
4. Complete assignments on time. Late assignments will receive a 20% reduction in points for each day 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. Absences do not change assignment due dates. If you are absent when an assignment is due, you may submit the work via email (except for SS in You!) so that it is not counted late. I will confirm receipt of emailed assignments.
5. Interact professionally and collaborate responsibly with your colleagues and professor. Teacher education is a professional preparation program and students will be expected to adhere to standards of dependability, academic honesty and writing achievement. In short, please do your part to promote a healthy, happy, productive social environment.

**Also, you are welcome to use a laptop computer in class. However, it is expected that you will use the technology for class related activity. Save checking emails or other personal use for time outside of class.**

## **PARTICIPATION, COLLABORATION AND PROFESSIONALISM**

Students will engage in active learning each class session, and will be expected to actively participate, collaborate, and demonstrate professionalism at all times.

- Do you participate in class discussions productively, sharing your knowledge and understandings?
- Do you interact productively with your peers, taking on a variety of roles (leader, follower, etc.)?
- Do you contribute appropriately to group work—do you “do your share”?
- Are you able to accept others’ opinions? Are you supportive of others’ ideas?
- Do you support your peers during their presentations?
- Can you monitor and adjust your participation to allow for others’ ideas to be heard?
- Do you show a positive attitude and disposition towards teaching all students?
- Do you exhibit professional behavior at all times and display a “can do” attitude?

### **Rubric for PCP: Participation, Collaboration and Professionalism**

	<b>Excellent</b>	<b>Acceptable</b>	<b>Unacceptable</b>	
<u><b>Attitude</b></u>	Always displays a positive attitude. May offer constructive criticism and include alternatives that show initiative.	Displays a positive attitude. May offer constructive criticism and include alternatives that show initiative.	Seldom has a positive attitude. Often is critical. Does not offer alternative solutions to criticism.	
<u><b>Participation</b></u>	Attends every class, always on time and well prepared, and never leaves early. Gives closest attention to class activities and speakers.	Attends every class, on time and prepared, and never leaves early. Gives most attention to class activities and speakers.	Is not always ready when class time begins. Doesn’t give full attention in class; sometimes talks when others are speaking.	
<u><b>Professionalism</b></u>	Consistently behaves, talks and works in a professional manner, regardless of task/topic.	Most of the time, behaves, talks and works in a professional manner, regardless of task/topic.	Seldom behaves, talks, and works in a professional manner, regardless of task/topic.	
<u><b>Collaboration</b></u>	Consistently listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Most of the time listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Is not always a good team player.	
<u><b>Contributions</b></u>	Consistently provides useful ideas; always stays focused on the task. Exhibits a lot of effort and valuable contributions.	Most of the time provides useful ideas and stays focused. A satisfactory group member who does what is required.	Rarely provides useful ideas; not always focused. Reluctant to participate. Lets others take charge.	
<u><b>Disposition toward teaching</b></u>	Consistently demonstrates concern in learning to teach all children. Always demonstrates strong commitment toward developing (a) an understanding of children, (b) teaching strategies, and (c) knowledge of the CA Standards for the Teaching Profession (CSTP), Teacher Performance Expectations (TPE), and CA Content Standards.	Most of the time demonstrates concern in learning to teach all children. Often demonstrates commitment toward developing (a) an understanding of children, (b) teaching strategies, and (c) knowledge of the CSTP’s, TPE’s, and CA Content Standards.	Rarely shows concern in learning to teach all children. Rarely demonstrates commitment toward developing (a) an understanding of children, (b) teaching strategies, and (c) knowledge of the CSTP’s, TPE’s, and CA Content Standards.	
<u><b>Leadership</b></u>	Shows strength through leadership in class activities; other students respect you as a leader.	Effectively participates and contributes, but rarely shows leadership qualities.	Does not show leadership in any area of class.	

## 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)

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 COE website provided at the website provided:  
<http://www.csusm.edu/coe/CalTPA/ProgramMaterialsTPA.html>

## ASSIGNMENTS

*The Anticipated Schedule + detailed instructions for some course assignments will be handed out in class.*

➤ **Reading Responses**

**15 points**

The assigned readings provide an important foundation for your increasing understanding of how to effectively teach social studies. To give you a focus for your reading, aid you in remembering the content, and assist you with meaningful class participation, you will be asked to complete a 10 minute in-class, open book “quickwrite” in response to one of the questions listed within each chapter. You will also be asked to include one lingering question for the chapter.

➤ **Finding the Social Studies in You!**

**1 bonus point!**

Have you ever tried to explain who you are through six social studies disciplines? For this (required) assignment you will reintroduce yourself to our class by creating a self model that physically illustrates aspects of you through the social studies disciplines. You may use photographs, drawings, cut-outs, objects, your imagination, etc. This activity models a way to verbally and visually engage your students -- and will demonstrate your understanding of the disciplines. Aim to present for 4-5 minutes.

**The following three assignments will link together to support a social studies unit plan centered on a Big Idea for your selected grade level (K-6)...**

➤ **Literature Connection – Lesson Design... a partner assignment**

**20 points**

A wealth of children’s literature exists that strongly supports the state standards for teaching social studies. For this assignment you and your partner/s will select *one book* appropriate for the grade level unit you are developing. You will then dramatically present your book and explain how it can be used to advance children’s thinking about key social studies concepts. You will create a handout for your colleagues and design a lesson that incorporates your book.  
(more details to come)

➤ **Community Resource / Field Trip Project... a partner assignment**

**20 points**

In this assignment you and your Literature Connection partner/s will explore and share information about a field trip site in San Diego County. By designing a variety of pre, during, and post-trip teaching activities, as well as higher level thinking questions, you will be able to plan an educational (rather than purely recreational) field trip. (more details to come)

➤ **Oral History Project ... an individual assignment**

**20 points**

Collecting oral histories is an exciting way to help children understand that “history” is found all around us and is being continually created. In this project, you will conduct an oral history interview of a person about a topic that relates to your social studies unit.

To support your interview, you will bring to class on the designated day a primary source object (artifact, document, photographs, etc.) of significance to the person/topic of the interview. We will then create a “classroom museum”. (more details to come).

➤ **Mock Interview**

*10 points*

Imagine you are at a job interview and were just asked: “How will you teach social studies in your classroom?” Knowing how to teach and structure learning in social studies, and then being able to express your understanding, can be two different abilities. In order to help you eloquently articulate the knowledge you gained through this course (and thereby increase your chances of getting hired!), as well as enhance your educational philosophy statement, you will participate in a mock interview.

<b>ASSIGNMENT</b>	<b>POINTS</b>
Professionalism	15
Reading Responses	15
Social Studies in You!	1 bonus point
Literature Connection – Lesson Design	20
Community Field Trip	20
Oral History Project	20
Mock Interview	10

**TOTAL:** 100 points

**Grading Scale:**

Grades will be determined by the total number of points earned (100 points possible):

A = 93-100	B+ = 87-89	B- = 80-82	C = 73-76	D = 60-69
A- = 90-92	B = 83-86	C+ = 77-79	C- = 70-72	F = 0-59

Remember! You must maintain a B average (3.0 GPA) in your teacher education courses to receive a teaching credential from the State of California.

**Exemplary “A” Students (you!)**

1. Demonstrate serious commitment to their learning, making full use of the learning opportunities available and searching out the implications of their learning for future use.
2. Complete all assignments thoroughly, thoughtfully and timely.
3. Make insightful connections between assignments and their developing overall understanding of social studies concepts; continually question and examine assumptions in a genuine spirit of inquiry.
4. Show high level achievement of course goals.
5. Display a “can do” attitude, give 100%, and work to help others learn too.

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 ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted 11/1997)*

**Furlough Statement**

Due to the devastating effects of current budget crisis in California, I have been furloughed nine days each semester of this academic year, representing a 9.23% reduction in both workload and compensation. A furlough is an unpaid day off on a faculty member's regularly-scheduled workday. In order to satisfy legal and ethical requirements of the California Labor Code, I am required to submit formal certification that I will not work on my furlough days. I am prohibited from teaching, conducting scholarly research, consulting with students, responding to email or voicemail, providing assignment feedback, or participating in any CSU work-related activities on my furlough days. Furlough dates vary by professor; my Fall Semester furlough dates are listed on the class separate class session schedule.

The CSU faculty agreed to take furlough days in order to preserve jobs for as many CSU employees as possible, and to serve as many students as possible, in the current budget crisis. The agreement that governs faculty furloughs acknowledges that "cuts of this magnitude will naturally have consequences for the quality of education that we can provide." Within the furlough context, I will make every effort to support your educational experience at CSUSM. Visit CSUSM Budget Central [<http://www.csusm.edu/budgetcentral/>] to learn about the state budget crisis and how it impacts your educational opportunities. To avoid the continued loss of higher education availability in California, exercise your right to voice an opinion. Contact information for state legislators and the governor are provided at Budget Central.

**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. *(Approved: 12/19/97)*

**For this class, if you are absent one day, your highest grade is a B. For a partial single day absence, your highest grade will be an A-.** If you are absent more than one day your highest possible grade is a C, which means you may not receive a passing grade for this course.

### **University Writing Requirement**

A writing requirement of 2500 words is required in all CSUSM courses. You will achieve a significant writing experience in EDMS 544 through the following assignments: weekly reading journal responses, literature connection, field trip project, oral history project, and various in-class writing prompts as well as the narratives you write for your electronic portfolio.

### **Students with Disabilities Requiring Reasonable Accommodations**

Students must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS) in Craven Hall 5205 and can be contacted by phone at (760) 750-4905 or TTY (760) 750-4909. Eligible students may contact the instructor during office hours or in a more private setting in order to ensure confidentiality.

### **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 02)*

### **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 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.



# EDMS 544 – LITERATURE CONNECTION

-- a partner assignment --

Your Literature Connection will serve as one of three sections comprising your social studies unit. For this assignment, you will select a single (fiction or nonfiction) book that addresses the themes, and history/social science standards, that match the same Big Idea for your field trip location and oral history interview. It can be literature that you read to students or that students read by themselves.

When introducing a unit you should think about ways to invite your students into the topic. Many times, a book is a good way to do that. You may want to consult the SCORE website, NCSS Notable Children’s Tradebooks ([www.socialstudies.org](http://www.socialstudies.org)), or your school librarian for suggestions. **This assignment will include three parts... (1) a “dramatic” presentation, (2) a handout for classmates, (3) a written “content area literacy” lesson plan demonstrating how you will incorporate the book into your instruction.**

<b>REQUIREMENTS</b>
---------------------

**(1) A 20 MINUTE “DRAMATIC/INTERACTIVE” PRESENTATION** “selling” us on why your book is great to use with students. Be sure to consider the following when organizing your presentation:

- After reading your book carefully, identify several key themes and select one or two to focus on during your presentation. You can present a mini version of your lesson design, present one of the teaching ideas listed on your handout, or develop some other creative presentation.
- You will want to tell enough about the event or character to involve your audience but leave them curious to read the book themselves – so you might not want to give away the ending!
- Clearly connect the themes you discuss to social studies content and your unit standards.
- **Include audience involvement and several creative elements, (visual aids, dress-up, edibles) to capture everyone’s attention.** The use of Power Point is encouraged to display images and text, or add music. Remember--active learning is best!
- Practice your presentation several times aloud to yourself (or other family, friends, dogs, cats...) in advance to check for timing and smoothness of presentation.
- **Be sure you and your partner/s each contribute equally and actively in the presentation.**
- Although you may choose to write out the basics of your presentation, do not read it. Make eye contact with your audience, and change your vocal inflections. If it fits the book, ham it up.

(2) A **HANDOUT** with key information about your book. This will be emailed to your instructor and your cohort before your presentation, **OR** make enough typed copies of the handout for everyone in our class and distribute on the day of your presentation.

Please use the following format to give us key information about your book. The goal is for everyone to come away with lots of ideas for ways to use social studies literature with students.

*(see model – last page)*

**Your Names and Nick #s**

**Book Title**

**Author / Publisher / ISBN# / Date of publication**

**History-Social Science Standard(s) this book supports**

**Appropriate grade level(s)**

**Identify fiction or non-fiction**

**Big Idea / Key Questions**

**Full paragraph summarizing book**

**Brief descriptions of related teaching ideas**

(3) A **LESSON DESIGN** for using the book within your unit. One joint copy of the lesson design will be turned in to the instructor along with the partner evaluation page. The lesson design format will be distributed separately.

Reviewers:	Laura Wendling	Nick #	
	Marisa Aubrey	31	14
	Travis Ellery	22	

**Title:** Harriet and the Promised Land

**Author:** Jacob Lawrence, Aladdin Paperbacks, ISBN# xxxxx, 1997  
**Grade Level:** 3<sup>rd</sup>  
**H/SS Standard:** 3.4.6 Describe the lives of American heroes who took risks to secure our freedoms.  
**Non Fiction** (historical fiction)

**Big Idea:** People today and people from the past made/make a difference in the world.

**Key Questions:** What is a hero? Can common people be heroes? In what ways have heroes made a difference in people’s lives? How has your life been “touched” by a hero?

### Summary

Harriet Tubman was a brave, courageous woman. As a young slave she endured many hardships; she was often beaten by her mistress and feared that she too would be sold “down the river”, like her two sisters. For these reasons, she decided to escape, and was known to exclaim: “I have a right to liberty or death. If I could not have one, I would have the other.”

Harriet escaped by traveling on what was known as the Underground Railroad; each stop was the house of someone who believed slavery was wrong and who was willing to help runaway slaves find their way to freedom. In the years to come Harriet worked as a laborer and used much of her money to lead over three hundred slaves to freedom. She didn’t stop there.....read this book to discover how she dedicated her life to fight for human rights.

#### Teaching Ideas:

1. Trace the route of the Underground Railroad on a map.
2. Ask students to identify characteristics of a “hero”.
3. Sing “Follow The Drinking Gourd” and discuss the hidden messages in the lyrics.
4. Study related vocabulary words, such as: Abolitionist, Big Dipper, Drinking Gourd, North Star, Plantation, Safe House, etc. – then create a class paper quilt alternating squares of vocabulary words with drawings depicting the words.

**Additional Resources:** [www.nationalgeographic.com](http://www.nationalgeographic.com) (The Underground Railroad)

