

California State University San Marcos College of Education

EDMS544 – Social Studies Education for Elementary School Teachers

Fall 2008: August 28 – October 16

CRN: 40038

San Marcos Cohort: Center for Children and Families

Thursdays: 8:00 a.m. – 2:15 p.m.

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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*)

Course Description:

This course focuses on curriculum development, methods, techniques, materials, planning, organization, and assessment in social studies. Emphasis is placed on using community-based resources and on the integration of curricular areas. Methods of cross-cultural language and academic development are integrated into the course.

Course Objectives:

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 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

Turner, T. N. (2004). *Essentials of Classroom Teaching: Elementary Social Studies – 3rd ed.* Boston: Allyn and Bacon. (T)

CDE. (2005). *History-Social Science Framework: for California Public Schools K-12.* Sacramento, CA. (H/SS) www.cde.ca.gov/cilbranch/cfir/hsssbeup.pdf

Articles located on library e-reserve.

Field Trip

As part of your Community Resource/Field Trip Project you will be required to visit a field trip site. Additional details will be provided.

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 the program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB2042 Program Standards – August 2002).*

Taskstream: you will need to register for Taskstream (an electronic portfolio system). Additional information will be provided by the instructor.

STUDENT LEARNING OUTCOMES

Teacher Performance Expectations (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. **You will be required to formally address the following TPEs in this course. Failure to complete TPE entries by the timeline set forth in this syllabus will adversely affect your final grade in this course.**

TPE 1a: Subject Specific Pedagogical Skills for History/Social Science

During interrelated activities in program coursework and fieldwork MS candidates learn to:

- teach state-adopted academic content standards for students in H/SS while helping students to learn and use basic analysis skills;
- enrich the study of social studies by drawing on social studies concepts, case studies, and cross-cultural activities;
- incorporate basic critical thinking skills and study skills into content-based instruction; and
- utilize active forms of social studies learning, including simulations, debates, research activities, and cooperative projects.

MS candidates begin to interrelate ideas and information within and across history/social science and other subject areas.

TPE 11: Social Environment

Candidates for a Teaching Credential develop and maintain clear expectations for academic and social behavior. The candidates promote student effort and engagement and create a positive climate for learning. They know how to write and implement a student discipline plan. They know how to establish rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness. Candidates respond appropriately to sensitive issues and classroom discussions. They help students learn to work responsibly with others and independently. Based on observations of students and consultation with other teachers, the candidate recognizes how well the social environment maximizes academic achievement for all students and makes necessary changes.

CLAD Competencies supported by this course:

Part 3: Culture and Cultural Diversity

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|--|---|
| I.A. Definitions of culture | III.A. Concepts of cultural contact |
| I.C. Intragroup differences | III.D. Strategies for conflict resolution |
| I.D. Physical geography and its effects on culture | IV.A. Historical perspectives |
| II.A. What teachers should learn about their students | IV.B. Demography |
| II.B. How teachers can learn about their students | IV.C. Migration and Immigration |
| II.C. How teachers can use what they learn about their students (culturally responsive pedagogy) | |

In EDMS 544, the Teacher Performance Expectations and CLAD Competencies identified above are addressed through class discussions, activities, oral/visual presentations, and written assignments.

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://lynx.csusm.edu/coe/CalTPA/CalTPAdocuments.asp>

CSUSM College 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).

Professionalism & Dispositions

This course deals with complex material processed in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and self-disclosure exercises are the norm. Students are expected to have read assigned materials by the date indicated in the syllabus, and should be prepared to discuss readings individually or in variously structured groups. The degree of your engagement in these processes forms the basis for points assigned. Due to the fast paced and highly interactive nature of the course, regular attendance and full participation are expected: teaching and learning is difficult (if not impossible) if one is not present for and engaged in the process. Therefore, the above College Attendance Policy is amplified as follows:

1. Missing more than 1 class meeting will result in the reduction of one letter grade.
2. Arriving late or leaving early on more than two occasions will result in the reduction of one letter grade.
3. Illness and emergency circumstances will be considered/negotiated on a case-by-case basis. **Please notify the instructor in writing (email) as soon as possible** so that handouts can be saved for you. These measures should not be considered punitive, as students are expected to establish appropriate personal, academic and career-ladder priorities. Therefore these measures should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

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. In particular students must:

1. **Complete all 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.* If you are absent when an assignment is due, you may submit the work via email (except for Physical Model) so that it is not counted late. Receipt of the assignment will be returned by the instructor.
2. **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.

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 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.

University Writing Requirement

Every course at CSUSM must have a writing requirement of at least 2500 words. In EDMS544, the Field Trip Project, Oral History Project, Unit Plan, Mock Interview, and Literature Connection will collectively contain a minimum of 2500 words.

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.”

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

Course Assignments

Detailed instructions and rubrics for some course assignments will be handed out in class

Reading Response Journal

(30 points)

The assigned readings provide an important foundation for your increasing understanding of how to effectively teach social studies. To aid you in remembering the readings, and assist you with meaningful participation, you are asked to respond to each reading assignment by coming to class with an entry in your reading response journal summarizing key points from the assigned reading for that day. Response journals will be checked randomly and may be collected at the professor's discretion. Response journals may also be referenced by you to answer open-ended prompts about assigned readings. Please structure each page with:

- (1) reading identification (T:8, for example),
- (2) key points from the reading (you may include graphics),
- (3) a paragraph towards the bottom that connects the reading to your perspectives/ experience,
- (4) one question that the reading assignment prompts you to ask after thinking deeper about the issue.

Learning logs will be shared at the beginning of each class session, and will be collected at the end of the course.

Finding the Social Studies in You! A Physical Model

P/F

For this assignment you will reintroduce yourself to our class by creating a physical model that illustrates aspects of you through each of the disciplines. You may use photographs, drawings, cut-outs, objects, your imagination, etc. This activity models a way to engage your students, and will demonstrate your understanding of the social studies disciplines. Aim to present for 4-5 minutes.

The following assignments will link together and create a well-developed social studies unit plan:

Literature Connection

(30 points)

A wealth of children's literature exists that strongly supports the state standards for teaching social studies. This assignment will serve as the introduction to your unit. You will select one children's literature book appropriate for the grade level unit you will be developing. You will be required to present your book and explain how it can be used to advance children's thinking about the key social studies concept and provide a "hook" for the unit you will be developing. Your handout will include a lesson plan that incorporates your book. (specific details will be provided)

Community Resource / Field Trip Project

(50 points)

In this assignment you will explore and share information about a field trip site in Southern California. By designing a variety of pre, during, and post-trip teaching activities, as well as questions you might ask during the visit, you will be able to plan an educational (rather than purely recreational) field trip. (specific details will be provided)

Oral History Project

(50 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 the social studies curriculum. 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" in which everyone shares his/her object and provides a 5 minute oral presentation giving the object's background and how it could be used in teaching. (specific details will be provided).

5 Key Concepts

(15 points)

Imagine you are at a job interview and were just asked: "How will you teach social studies in your classroom?" In order to help you eloquently articulate the knowledge you have gained through this course as well as enhance your educational philosophy, you will write 5 key concepts. **Oral:** Be prepared to describe at least five (5) of the most important concepts or ideas you have learned in EDMS544. **Written:** Each concept should be fully described in a detailed paragraph with quotes from the reading to support your responses.

Taskstream**(P / F)**

The Taskstream electronic portfolio system has been designed as a reflective tool and formal assessment of the TPEs required for this course. A detailed explanation of Taskstream and the requirements for entry will be provided by the instructor. **All Taskstream entries must be completed on or before 8:00 p.m. on 3/14/08. Failure to meet the required timeline will result in a reduction of your final grade.**

Assignments and Grading*Assignment Points*

Participation/Disposition	25
Reading Response	30
Self Model	P / F
Literature Connection	30
Community / Field Trip	50
Oral History Project	50
5 Key Concepts/Mock Interview	15
Taskstream Entry	P / F
TOTAL:	200

Grading Scale:

A	181 - 200 points
B	161 - 180 points
C	141 - 160 points
D	121 - 140 points

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.

Use of Technology

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT6, 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.

TENTATIVE SCHEDULE**Course Session Topics, Related Readings, and Assignments**

Date	Key Concepts	Readings	Assignments (due for this session)
8/28	<i>Intro/Course Overview</i> Building Community <i>What is History/Social Studies?</i> Enduring Understandings Essential Questions <i>Literature title selection</i>	T: 1	Bring text, syllabus, & assignments Reading Response # 1 (in class)
9/4	<i>What will be taught? - Effective Planning Framework and Standards</i> Using textbooks effectively <i>Field Trip Selection</i>	T: 1,2, 3 A: <i>Backward Design</i> A: <i>SS Revised</i>	Reading Response #1 & 2 <i>Self-Model Presentations - Group 1</i> <i>Bring a social studies textbook to class</i>
9/11	<i>How Do You Know That They Know?</i> Assessment <i>Meeting Diverse Needs</i> Inclusive Teaching	T: 5 A: <i>Ex St Opportunities</i>	Reading Response #4 <i>Self-Model Presentations - Group 2</i> Lit. Connection Draft Due: Peer Review
9/18	Drawing Upon Community Resources <i>Visit your field trip location to obtain photos, artifacts, and other information</i>	T:10	Online Reflection
9/25	<i>Active and Engaging Learning</i> Enhancing the enduring understanding Pre, During, and Post-Trip Learning Primary Source Materials OH proposal (in class activity)	T: 4 A: <i>OH Articles (3)</i>	Reading Response #5 <i>Literature Connection Due</i> Field Trip Draft Due: Peer Review
10/2	<i>A Repertoire of Strategies</i> Reading, Writing, & Technology Geography	T: 6 & 7 A: <i>Historical Thinking</i>	Reading Response #6 <i>Field Trip Project Due</i> <i>Taskstream Prep</i> Oral History Draft Due: Peer Review
10/9	<i>Expanding Student Thinking</i> Using the Arts to Teach H/SS	T: 8 A: <i>All Our St Thinking</i>	Reading Response #7 <i>Oral History Project Due</i> <i>Bring Artifact for Class Museum</i>
10/16	<i>Citizens for the 21st Century</i> Values & Attitudes <i>Reflecting Back and Looking Forward</i>	T: 9 A: <i>The Right Stuff</i>	Reading Response #8 <i>5 Key Concepts Due</i> <i>Taskstream Entries Due:</i> <i>10/20.08 @ 5:00 p.m.</i>

This schedule may be adjusted to accommodate student and/or instructor needs.

SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	I. The Nature of Culture
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
I. Language Change		C. How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second- Language Development	III. Language and Content Area Assessment	III. Cultural Contact
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	A. Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	B. Methods	B. Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	C. The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	D. Strategies for conflict resolution
E. Political factors affecting first- and second-language development	E. Technical concepts	IV. Cultural Diversity in U.S. and CA
		A. Historical perspectives
		B. Demography
		C. Migration and immigration