

Cal State San Marcos
Course Syllabus--EDSS 544A/B
Secondary Social Studies Education
Instructor-Tay Cooper
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Office Hours: before and after class and by arrangement

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 by COE Governance Community October, 1997)

Infused Competencies

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)

Special Education

Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will demonstrate the collaborative infusion of special education competencies that reflect inclusive educational practices.

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.

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.

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.

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

CourseGoals: As a result of this course, students will;

- be able to apply the California History Social Science Framework and Standards to the classroom experience.
- understand the value of incorporating primary source material, the arts and oral history methods into instruction.
- be able to 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.
- be able to design curricula using a variety of strategies meeting the needs of diverse learners.
- be able to use the Social Studies to teach critical thinking and literacy skills.
- value the Social Studies as a field of study.

Required Texts: California History/Social Science Framework, CDOE. 2001, phone 800-995-4099 (bring to second session)

Note: One other text will be required from a choice of texts offered at the first class meeting. Students will then use the texts in sample lessons, demonstrations and unit plans.

Grade- Strategy Notebook, 25%- Reflections, 25% - Professional Growth/ Attendance 25% - Unit Plan, 25%

Assessment:

In order to successfully complete this course, the assignments must be completed with at least 70 points on the attached rubric. Failure to successfully complete assignments at the proposed minimum may result in the denial of a teaching credential.

Grading Scale:

A	93-100%	B-	80-82 %
A-	90-92 %	C+	78-79 %
B+	88-89%	C	73-77 %
B	83-87 %	C-	70-72 %

Assignments:

Strategies Notebook- 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. (25 points) (*TPE 1b, 3, 4, 6c, 6d*)

Lesson Plan-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. (10 points)(*TPE 1b, 3, 4, 9,10*)

Unit Plan- 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. (30 points)(*TPE 1b, 3, 4, 9, 10*)

Professional Demeanor and Collaborative Responsibilities-Each student will be assessed according to the Group Participation Rubric. This assessment will focus on collaborative skills and professional responsibilities (10 points)(*TPE 12, 13*).

Reflections- 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. (25 points) Failure to complete any portion of Taskstream assignment will result in no credit for the course.

COE 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.

Schedule: Monday evenings 6-9:30

- 9/11 Course Intro, Multiple Perspectives, What type of Students Are We Building?
- 9/18 Why Study History? Standards for Non-Standard People
- 9/25 Distilling the Standards. What's the Big Idea? Lesson and Unit Planning
- 10/2 Assessment and Student Performance, How Do We Know What They Can Do?
- 10/9 Text Appeal-Moving Beyond Questions 1-5
- 10/16 Oral History and Primary Sources. What Did You Do in the Peace Demonstration, Mom?
- 10/23 Lesson Planning Workshop-Share Fair
- 10/30 Lesson Planning Workshop- Seminar
- 11/6 Lesson Planning Workshop- Seminar
- 11/27 Lesson Planning Workshop-Seminar

Second Semester EDSS 544B

<u>Assignment Number</u>	<u>Date</u>	<u>Title</u>
1	TBA	<u>Games, Simulations, Investigations, and Problem Solving</u>
2		<u>Games, Simulations, Investigations, and Problem Solving</u>
3		<u>Polly Wants a Thinker, Not a Parrot</u>
4		Strategy Notebook Share Fair-Show Strategy
5		Where in the World? Geography Strategies
6		Inclusion ;Teaching People Not Subjects, Equity and Social Justice in Curricula and Practice-Building a classroom community
7		Inclusion; Teaching People Not Subjects, Equity and Social Justice in Curricula and Practice
8		Unit Plans- Copy for Everyone/ use Marzano or Teaching Reading
		Spring Break
9		Units Plans Culmination
10	TBA	Professional Growth Experience