

California State University San Marcos
College of Education

**** SOCIAL STUDIES EDUCATION IN ELEMENTARY SCHOOLS ****

EDMS 544, Concurrent CRN: 41944

Fall 2004

Meetings: Tuesdays, 8:00 – 2:15 pm

Room: UH 442

Instructor: Dr. Fran Chadwick

Office Hours: Wednesday 10:00 – 12:00

Office Location: UH 317

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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 R's) 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, 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.

Person-First Language

Use “person-first” language in all written and oral assignments and discussions (e.g., “student with autism” rather than “autistic student”).

Visual and Performing Arts

This course infuses the visual and performing arts in order to prepare our candidates with the skills to integrate the arts in their teaching. The Visual and Performing Arts Content Standards for California Public Schools (<http://www.cde.ca.gov/cdepress/standards-pdfs/visual-performing-arts.pdf>) describe what every student should know and be able to do in the visual and performing arts, pre-kindergarten through grade 12 in five strands: artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relationships and applications.

Multidisciplinary Magic

Students who wish to “go the extra mile” and integrate assignments within their methods courses this semester are encouraged to do so. For example, in social studies you are creating a unit. If an assignment in science or math can be completed meeting objectives for both disciplines, it will be received with a welcome acceptance! Please note that you would be wise to consult with instructors with your idea to ensure that the integration of subjects is complete and meets the criteria for both assignments.

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
Turner, T. N. (2003). Essentials of Classroom Teaching: Elementary Social Studies. Boston: Allyn and Bacon. (T)

Additional readings from previously purchased, Successful Inclusive Teaching by Joyce Choate and handouts provided by the instructor will be required.

Recommended Texts

California Geographic Alliance-North (2000). California Atlas. George Cram Company, Inc. (CA)
San Diego County Office of Education (2001). Pages of the Past: K-6 Literature Aligned to H/SS Standards. (PP)

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. 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. Absences and late arrivals/early departures will affect the final grade. 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.

For this class, if you are absent 1 day, your highest possible grade is a B. If you are absent more than 1 day, your highest possible grade is a C, which means that you will not pass the course. Late arrivals and early departures will affect your final grade. Absences do not change assignment due dates. Late assignments will receive a reduction in points for each day late. Notify instructor in writing (email) as soon as possible if you are absent or know in advance that you will not be attending class.

2. 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, and academic honesty. Prepare carefully for class, be ready to discuss readings and assignments thoughtfully.

3. Each written assignment is expected to have a clear organizational presentation and be free of grammar, punctuation and spelling errors. There will be a reduction in points for the above mentioned errors.

4. 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. Please request return receipt from your toolbar when submitting an assignment via email due to absence. Receipt of the assignment will be returned by the instructor.

Let's go fishing!

Play

Make Their Day

Be There

Choose Your Attitude



With TPE 11 in mind... how would you rate yourself on the following?

PARTICIPATION, COLLABORATION AND PROFESSIONALISM RUBRIC

Students are expected to actively participate, collaborate, and demonstrate professionalism at all times. You will use this rubric to assess your professionalism.

	Excellent	Acceptable	Unacceptable	
<u>Attitude</u> Do you show a positive attitude toward class, "the work" and learning?	Always displays a positive attitude. May offer constructive criticism and include alternatives that show initiative.	Sometimes 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>Participation</u> Do you participate in class discussions productively, sharing your knowledge and understandings?	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>Professionalism</u> Do you exhibit professional behavior at all times?	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>Collaboration</u> Can you monitor and adjust your participation to allow for others' ideas to be heard? Are you supportive of others' ideas and work?	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>Contributions</u> Do you contribute to whole class and group work? Do you "do your share"?	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>Disposition toward teaching</u> Do you exhibit a positive disposition towards teaching all students?	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>Leadership</u> Do you interact productively with your peers and show leadership initiative?	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.	

California Commission on Teacher Credentialing

Standards Alignment:

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Multiple Subjects Credential. Be sure to incorporate artifacts from this class into your final comprehensive portfolio.

Teacher Performance Expectation Competencies (TPE)

This course is designed to help those seeking a Multiple Subjects Credential develop the skills, knowledge and attitudes necessary to assist schools and districts 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. The following two TPE's are specifically addressed and documented 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 science 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.

EDMS 544 will also take primary responsibility for addressing the content of TPE 11.

TPE #11: The 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

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

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

ASSIGNMENTS

Detailed instructions for some course assignments will also be handed out in class.

❖ ***Reading Response Journal***

15%

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 class participation, you are asked to respond to each reading assignment by coming to class with an entry in your reading response journal (Blue Book) 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 toward the bottom that connects the reading to your perspectives/experience,
- (4) one question that the reading assignment prompts you to ask at this time.

❖ ***Finding the Social Studies in You! A Physical Model***

Pass/Fail

Have you ever tried to explain who you are through six of the social studies disciplines? For this assignment you will reintroduce yourself to a group in our class by creating a physical model that illustrates aspects of you through each of the disciplines. You may use photographs, drawings, cutouts, objects, your imagination, etc. This activity models a way to engage your students, and will demonstrate your awareness of the disciplines. Aim to present for 4-5 minutes.

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

❖ ***Book Chat***

15%

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 book* from *Pages of the Past* 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 within your unit. Your handout will include a lesson plan that incorporates your book. (more details to come)

❖ ***Community Resource / Field Trip Project***

25%

In this assignment you 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, you will be able to plan an educational (rather than purely recreational) field trip to enhance understandings within your unit (more details to come).

❖ ***Oral History Project***

20%

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

❖ ***Mock Interview Assignment***

10%

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 have gained through this course, as well as enhance your educational philosophy, you will participate in a mock interview. Be prepared to describe at least five (5) of the most important concepts or ideas you have learned in EDMS 544. It is suggested that you have quotes from the reading to support your responses.

Assignments & Participation	Percentage
Unit Plan	P/F
Professionalism/TPE 11	15%
Reading Response Journal	15%
Self Model	P/F
Book Chat	15%
Community Field Trip	25%
Oral History Project	20%
Mock Interview	10%

Grading Scale:

Assignments will be scored (1-4), using rubrics listing specific criteria to be addressed. Rubrics will be sent to students with each assignment. Assignments are weighted as listed above.

Exemplary "A" Students

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 and thoughtfully toward the goal of developing an in-depth social studies unit, receiving 3.5-4.0 averages on all assignments.
3. Make insightful connections between all assignments and their developing overall understanding of social studies concepts; they continually question and examine assumptions in a genuine spirit of inquiry.
4. Students show a high level of achievement of course goals.

"B" Students

1. Simply comply with the course requirements and expectations.
2. Complete all assignments, usually thoroughly and thoughtfully, receiving 2.7 -3.4 average on all assignments.
3. Usually connect assignments to their developing overall understanding of social studies concepts; may be satisfied with accepting their learning as it is received without deeply examining assumptions or seeking a higher level of understanding of the implications.
4. Students show reasonable achievement of course goals.

"C" Students

1. Demonstrate an inconsistent level of compliance to course requirements and expectations.
2. Complete all assignments with limited thoroughness and thoughtfulness, receiving 1.7-2.6 average on all assignments.
3. Make limited connections between assignments and their developing overall understanding of social studies concepts; may not be open to examining assumptions or implications and may actually dismiss the importance of the understanding of social studies concepts.
4. Attempt, but show limited progress in achieving course goals.

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 by COE Governance Community October, 1997)

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)

Clad Infusion

In 1992, the College of Education voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted.

Disabled Student Services Office

Students with disabilities requiring reasonable accommodations must be approved for services through the Disabled Student Services Office (DSS) in Craven Hall 5205 at (760) 750-4905 or TTY (760) 750-4909. Eligible students may contact John Segoria during his office hours or in a more private setting in order to ensure confidentiality.

Statement on Plagiarism

Any evidence of cheating or plagiarism (defined as presenting the words or ideas of others as your own) will result in a failing grade for that assignment and a letter regarding the incident to be placed in your file in the Dean of Student's Office. Please read "Academic Honesty" in Academic Regulations and CSUSM Policies (found in your catalog or student handbook) and see me if you have any more questions about what constitutes plagiarism or cheating. Note that on written assignments exact quotes must be placed in quotation marks. All quoted and paraphrased work must be cited in the text.

Lesson Plan Format

Lesson Title: What is the title of your lesson?

Grade Level: What is the grade level?

Student Groupings: How will you group students for instruction?

Materials/Resources/Technology: What does the teacher need? What do the students need?

California Content Standard(s): What standards are addressed?

Lesson Objective(s): What do you want students to be able to do? Write in complete sentences. Use an action verb and explain how students will demonstrate their new knowledge and understanding. "The students will _____."

Concept(s): What are you trying to teach? Which essential questions will be answered through the learning activity? Do not say "The students will ____." (That is an objective, not a concept.)

Assessment: How will your students demonstrate that they have met the objective? What evidence demonstrates that they have achieved the objective?

Lesson Procedures: Explain the procedures for each. Include what the teacher will do and what the students will do.

Into/Through/Beyond

- a. Into
(minutes?)
- b. Through
(minutes?)
- c. Beyond
(minutes?)

Accommodations/Adaptations/Applications:

- SDAIE strategies and explanations
- Adaptations for students with disabilities and explanations
- Applications to everyday life and explanations

Content Background: 1-2 page summary of the content and context background

References: Title, author, publisher, year of resources