

California State University San Marcos  
College of Education

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

**EDMS 544 08, CRN# 42640**

**Fall 2003**

**Meetings:** Tuesdays and Fridays (8 weeks), 8:00 – 10:45

**Room:** ACD 406

**Instructor:** Dr. Fran Chadwick

**Office Hours:** Tuesday/Friday 10:45 – 11:15

**Office Location:** UH 321

**Phone:** (760) 750-8521

**Email:** fchadwic@csusm.edu

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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 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, 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**

CSDE. (2000). History-Social Science Framework (for California Public Schools K-12). Sacramento, CA. (H/SS) [www.cde.ca.gov/cilbranch/cfir/hsssbeup.pdf](http://www.cde.ca.gov/cilbranch/cfir/hsssbeup.pdf)

Turner, T. N. (1999). Essentials of Classroom Teaching: Elementary Social Studies. Boston: Allyn and Bacon. (T)

### **Recommended Texts**

San Diego County Office of Education (2001). Pages of the Past: K-6 Literature Aligned to H/SS Standards. (PP)

California Geographic Alliance – North (2000). California Atlas. George Cram Company, Inc. (CA)

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

### **Professionalism/Dispositions** (see *professionalism rubric*)

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. Attend all class meetings. More than one absence will lower your grade in the following manner: the final grade will drop by one-third letter for every absence. The College of Education Attendance Policy (stated on page 7) will be followed. Serious illness or other emergencies will be evaluated on a case by case basis. If you will miss a class session, please notify the instructor in writing (email) as soon as possible.
2. Arrive on time just as you would at a school site. Late arrivals to and early departures from class **will alter 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 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 (please request return receipt from your toolbar)
5. 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.

### Professionalism/Dispositions Rubric

|                             | Excellent 4  | Acceptable 3   | Unacceptable 1-2   | Score |
|-----------------------------|--|--|--|-------|
| Attitude                    | Consistently 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.  |       |
| Participation               | Attends every class, always on time and well prepared, never leaves early. Gives closest attention to class activities and speakers.   | Attends every class, on time and prepared, 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.  |       |
| Professionalism             | 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 or topic.  | Seldom behaves, talks, and works in a professional manner, regardless of task or topic.  |       |
| Collaboration               | 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, or supports the efforts of others. Is often not a good team member.  |       |
| Contributions               | 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; stays focused most of the time. A satisfactory group member who does what is required.   | Rarely provides useful ideas; not always focused. Reluctant to participate. Lets other take charge.  |       |
| Disposition toward teaching | 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) and Teacher Performance Expectations (TPE). | 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 and TPE's. | 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 CSTP's and TPE's. |       |
| Leadership                  | Shows strength through leadership in different class activities  | 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, assignment, and assessments have been aligned with the CTC standards for the Multiple Subjects Credential. Please be sure to incorporate artifacts from this class into your final comprehensive portfolio. The following standards are addressed in this class:

#### Primary Standards

- 3: Relationships Between Theory and Practice
- 4: Pedagogical Thought and Reflective Practice
- 5: Equity, Diversity, and Access to the Core Curriculum
- 8: Pedagogical Preparation for Subject-Specific Content Instruction

#### Secondary Standards

- 6: Opportunities to Learn and Reflect on Teaching in all Subject Areas
- 7: Preparation to Teach Reading-Language Arts
- 9: Using Computer-Based Technology in the Classroom

- 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning
- 11: Preparation to Use Educational Ideas and Research
- 12: Professional Perspectives Toward Student Learning and the Teaching Profession
- 13: Preparation to Teach English Learners
- 14: Preparation to Teach Special Populations in General Education Classrooms

**Teacher Performance Expectation (TPE) Competencies:**

This course is designed to help teachers seeking the Multiple Subjects Credential to 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 TPEs are addressed in this course:

Primary Emphasis:

- TPE 1a: Subject Specific pedagogical Skills for a MS Teaching Assignment
- TPE 2: Monitoring Student Learning During Instruction
- TPE 4: Making Content Accessible
- TPE 5: Student Engagement
- TPE 6: Developmentally Appropriate Teaching Practices
- TPE 6 a & b: Developmentally Appropriate Practices in Grades K-3 and 4-8
- TPE 9: Instructional Planning
- TPE 10: Instructional Time

Secondary Emphasis:

- TPE 3: Interpretations and Use of Assessments
- TPE 6d: Developmentally Appropriate Practices for Special Education
- TPE 7: Teaching English Learners
- TPE 8: Learning About Students
- TPE 11: Social Environment
- TPE 12: Professional, Legal, and Ethical Obligation
- TPE 13: Professional Growth
- TPE 14: Technology
- TPE 15: Issues of Social Justice and Equity

**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 Standards, 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*

**20%**

*(TPEs addressed through this assignment are: 1a, 2, 3, 4, 5, 6, 6a, 6b, 6d, 7, 8, 9, 10, 11, 12)*

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 questions/quizzes 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 at this time.

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

**Pass/Fail**

*(TPEs addressed through this assignment are: 1a, 4, 6a, 6b, 7, 8, 11)*

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, cut-outs, objects, your imagination, etc. This activity models a way to engage your students, and will demonstrate your understanding 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.**

### ❖ *Internet Resource Investigation*

**10%**

*(TPEs addressed through this assignment are: 1a, 4, 5, 6a, 6b, 9, 14)*

The Internet provides teachers and their students with vastly increased access to information – yet issues of quality and usefulness must be considered. For this assignment, you will explore several History/Social Science sites on the World Wide Web, evaluate them, and find two additional sites that enhance your social studies unit. (more details to come)

### ❖ *Book Chat*

**20%**

*(TPEs supported through this activity are: 1a, 4, 5, 6a, 6b, 7, 9, 15)*

A wealth of children's literature exists that strongly supports the state standards for teaching social studies. For this assignment you will select *one book* from *Pages of the Past* appropriate

for the grade level unit you are developing. You will be required to present your book and explain how it can be used to advance children’s thinking about key social studies concepts. Your handout will include a lesson plan that incorporates your book. (more details to come)

❖ **Community Resource / Field Trip Project** **20%**  
*(TPEs supported through this assignment are: 1a, 2, 3, 4, 5, 6a, 6b, 7, 9, 10, 13)*

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, as well as questions you might ask during the visit, you will be able to plan an educational (rather than purely recreational) field trip. (more details to come)

❖ **Oral History Project** **20%**  
*(TPEs supported through this assignment are: 1a, 2, 3,4, 5, 6a, 6b, 7, 8, 9, 10, 11)*

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 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”.

❖ **Mock Interview Assignment** **10%**  
*(TPEs supported through this assignment are: 1a, 4, 5, 6a, 6b, 9, 13)*

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.

| <b>Graded Assignments &amp; Participation</b> | <b>Percentage</b> |
|---|-------------------|
| Professionalism                               | 20%               |
| Reading Response Journal                      | 20%               |
| Self Model                                    | P/F               |
| Internet Investigation                        | 10%               |
| Book Chat                                     | 20%               |
| Community Field Trip                          | 20%               |
| Oral History Project                          | 20%               |
| Mock Interview                                | 10%               |
| <b>TOTAL:</b>                                 | <b>100%</b>       |

**Grading Rubric:**  
**“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, receiving 3.5-4.0 average 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 high level 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.

### **"D/F" Students**

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

### **NOTES**

Students must meet the attendance requirements for the grade described. Attendance is a prerequisite for earning a particular grade.

Students falling in between grade levels will earn a "+" or "-", depending on where they meet the criteria most fully.

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

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.

**COURSE SESSION TOPICS AND RELATED READINGS**  
**Anticipated Schedule**

| <b>Session Topics</b> | <b>Readings</b>   | <b>Assignment Due</b>  |
|-----------------------|---|--|
| 1 – 9/2 (T)           | <b>"Social Studies" -- What? Why?</b><br>Introduction and Course Overview   | T: 1 (in class)  |
| 2 – 9/5 (F)           | <b>The Big Picture in California</b><br>The Framework & State Standards<br><b>Setting Ideas Into Action</b><br>Lesson Planning  | T: 3<br>T: 2 (p. 13-23)  |
| 3 – 9/9 (T)           | <b>Understanding By Design (UBD)</b><br>Unit Plan Design Workshop #1<br><b>How Do You Know What They Know?</b><br>Assessment Leads the Way<br>Questioning for understanding | Handout<br>T: 5  |
| 4 – 9/12 (F)          | <b>The H.O.T.S. are Cool!</b><br>Getting Your Students to Think   | T: 8   |
| 5 – 9/16 (T)          | <b>Being RESOURCE-full</b><br>Textbooks and the Information Age   | T: 4   |
| 6 – 9/19 (F)          | <b>"Manipulatives" in Social Studies</b><br>The Impact of Primary Source Materials  | oral history<br>articles (3)   |
| 7 – 9/23 (T)          | <b>Unit Workshop #2</b>   | Book Chat Presentations Draft  |
| 8 – 9/26(F)           | Open Class  |  |
| 9 – 9/30 (T)          | <b>Meeting Diverse Needs</b><br>Teaching for Inclusion  | Choate Ch. 1 & 13  |
| 10 – 10/3 (F)         | <b>Learning Outside the Classroom</b><br>Field Trips for Education Inquiry<br>Unit Workshop #3-field trips  | • Book Chat Presentations in Groups<br>Book Chat Presentations in Groups<br>Field Trip Project Draft |
| 11 – 10/7 (T)         | <b>Developing Your Toolbox</b><br>Reading, Writing, and Computers   | T: 6   |
| 12 – 10/10 (F)        | <b>Human Impact on the World</b><br>Geography Makes a Difference  | T: 7   |
| 13 – 10/14 (T)        | <b>Making it Come Alive!</b><br>Using the Arts to Teach Effectively   | T: 10  |
| 14 – 10/17 (F)        | <b>Citizens for the New Millennium</b><br>Values & Attitudes Make a Difference  | T: 9   |
| 15 – 10/21 (T)        | <b>Unit Workshop #3</b>   | Oral History Project Draft   |
| 16 – 10/24 (F)        | <b>Looking Back...Looking Forward!</b>  | Mock Interview<br>• Oral History Project   |